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ABSTRACT

The manual is intended to help new teachers in North Carolina provide education and related services to handicapped and gifted students. The first section discusses general resources for beginning teachers. Topics covered include getting the room ready, preparing to manage behavior, enjoying the first day of school, managing classroom problems, keeping records, developing parent involvement, and avoiding early burnout. The second section provides overviews (with definitions, a checklist of behaviors, considerations for the classroom environment, curriculum resources, support organizations, and training and technical assistance) for the following types of exceptionalities: autism, giftedness and talent, hearing impairments, mental handicaps, multiple handicaps, orthopedic impairments, health impairments, serious emotional disturbance, specific learning disabilities, speech and language impairments, and visual impairments. (CL)

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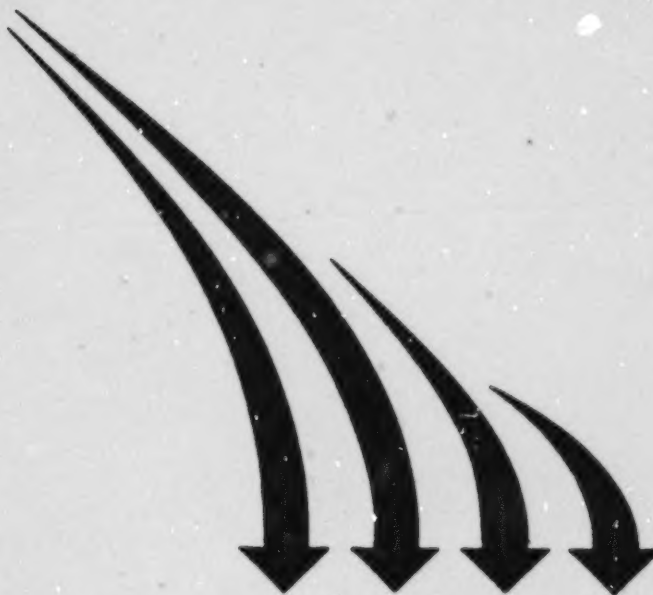
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STARTER



A NOTEBOOK FOR NEW TEACHERS

DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION FOR EXCEPTIONAL CHILDREN
RALEIGH, NORTH CAROLINA

MARCH 1982

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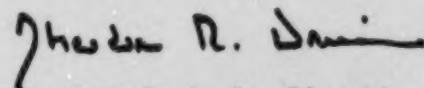
FOREWORD

Beginning a new job is challenging for anyone, and the job of teaching special needs children is no exception. Beginning teachers of exceptional children will, no doubt, have many questions about their new roles and responsibilities. For this reason, the Division has developed this publication to assist new teachers with the task of providing appropriate educational and related services to handicapped and gifted youngsters.

Part I of this publication is composed of general information that would be useful in all categories of exceptional children. Any beginning teacher, and not just a special needs teacher, may wish to read this section.

Part II focuses on specific categories of special need. Teachers may select to study only the special needs category or categories that pertain to the children they teach.

Suggestions for this publication were gathered from many veteran special education personnel. It is our hope that in these pages beginning teachers will discover useful suggestions, practical advice and a generous supply of encouragement and inspiration as they enter the challenging, rewarding and sometimes frustrating world of educating children with special needs and abilities.



Theodore R. Drain, Director
Division for Exceptional Children

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Part I: General Resources

Getting Your Room Ready

A good place to start with your new teaching assignment is what will soon become the annual ritual of "Getting Your Room Ready." If you have taught before, many of the following suggestions, ideas, and reminders will sound familiar. However, as a special education teacher, there may be some new things to consider. If this is your first teaching assignment, you may want to review the suggestions carefully, for they may help you avoid some early headaches. You will have plenty to do and think about those first few weeks of school so any relief should be welcome. This section presents ideas for:

- Physical Arrangement of Your Classroom
- Learning About School Procedures

Physical Arrangement of Your Classroom

Physical arrangement. The number of students and type of program are important to know because that information will help you determine the physical arrangement of your classroom. While you may have very little control over the actual amount of space you will have, you will have more control over the type of furniture and complete control over how the room will be arranged. In order to get your classroom ready, you need to know how many students will be placed in your class and the type of program you will be teaching.

After learning a little about your students and your teaching assignment, you will want to arrange and "set-up" your classroom. While no studies have been done to determine what furniture is essential or what arrangements are best suited for learning, there are some basic things you may want to consider. The following items are usually considered standard pieces of instructional equipment that you will probably need on Day One. Try to get the following items:

- | | |
|--|-------------------------|
| •teacher's desk & chair | •book shelf |
| •desk for your aide | •chalkboard with chalk |
| •desk or work area for
each student | •work tables and chairs |
| •file cabinet | •bulletin board |

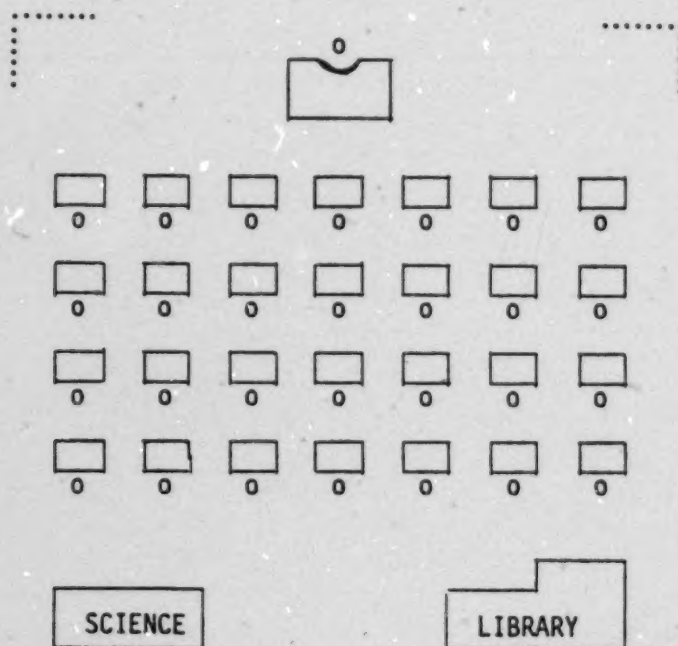
If this list does not seem adequate, sit down (before school starts) and make up your own list. After you have your list, check your room against it to see what you still need. Then, try to get it before your students arrive.

As for the arrangement of the furniture, there is no one best way to arrange a room. For now, set it up so that it is neat, attractive, and functional. Consider the following ideas when arranging your room.

- ☐ Each student will probably need his/her own private work area. The degree of privateness or seclusion will depend upon the type of students you are teaching.
- ☐ Areas will be needed for group instruction and group activities.
- ☐ A quiet area is often desirable for activities such as free time reading, writing, listening to music, and other special activities that require a secluded, quiet place.

- ☐ If the space is available, it will be helpful to design a "reinforcement" or "recreation" area for games and special small group activities.
- ☐ Make sure that you have ample storage space; things will accumulate as the year progresses.
- ☐ Access to the students is very important. The room should be arranged in a manner so that you have easy access to your students and they have easy access to you.

Here are examples of room arrangements that you might consider.¹

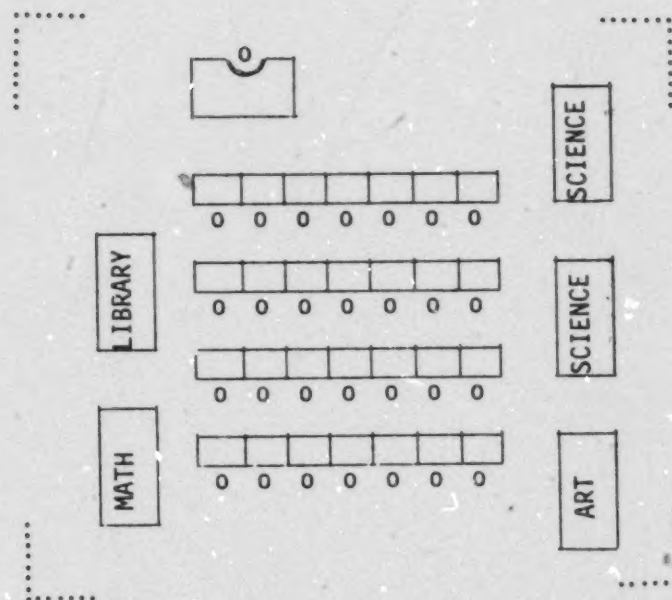


PLAN 1 TRADITIONAL, SYMMETRICAL ROOM
ARRANGEMENT

COMMUNICATES to students that they are to consider themselves separate from their fellow students and that orderly, non-interactive behavior will be the rule. Also emphasizes the teacher's authority status.

CONSIDERATIONS - The students will find it difficult to move in or out of their desks because of limited space around their desks. Activity centers might be placed around the walls in this arrangement.

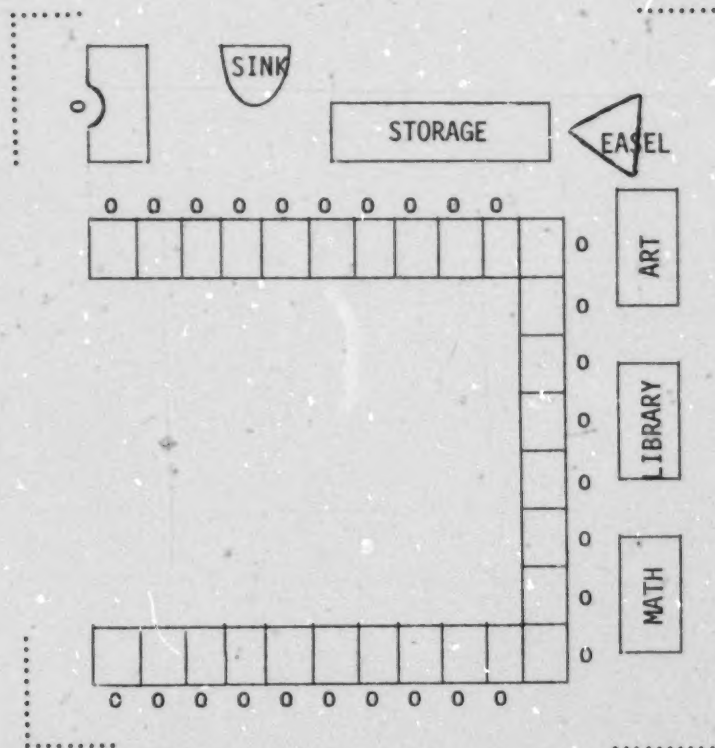
¹Blitz, B. The Open Classroom--Making It Work.



➡ ➡ PLAN 2 MODIFIED, TRADITIONAL ROOM ARRANGEMENT

COMMUNICATES to students that some interaction with others is acceptable, but they still remain isolated from most of the other students. Less emphasis on teacher's authority status but that status remains implicit.

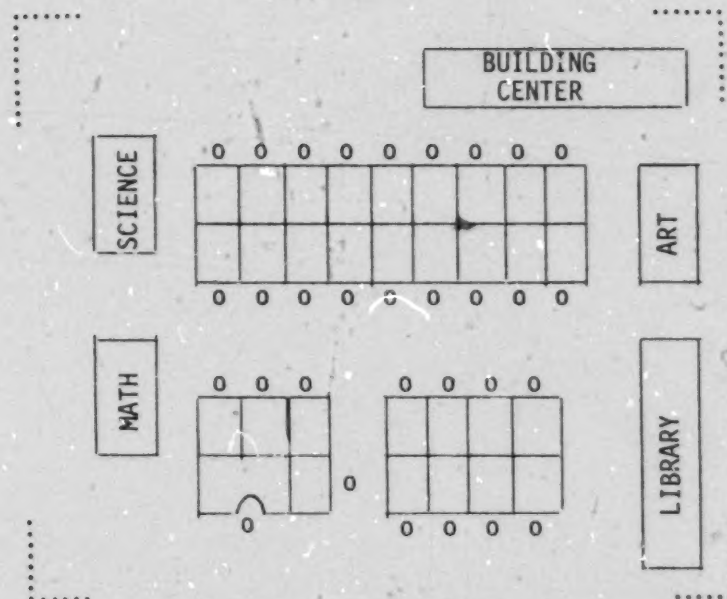
CONSIDERATIONS - Moving teacher's desk to the rear of classroom, thus from the students line of vision, directs their attention to their work or to fellow students. Activity centers are more easily established in space around walls. Movement is still restricted. Long rows of desks tend to move an unusual amount in forward, backward and wave-like configurations. This may be the result of, or causation for individual students' attempts to keep their desks perfectly aligned with their neighbors', so there is a constant shifting on the part of all the students.



➡ ➡ PLAN 3

COMMUNICATES to students that some interaction with others is acceptable and encourages greater group feeling as a result of increased visual contact. Placement of teacher's desk in center of "U" suggests more intimate contact with students although may cause feeling of inaccessibility. Placement outside the "U" gives more distant or casual impression.

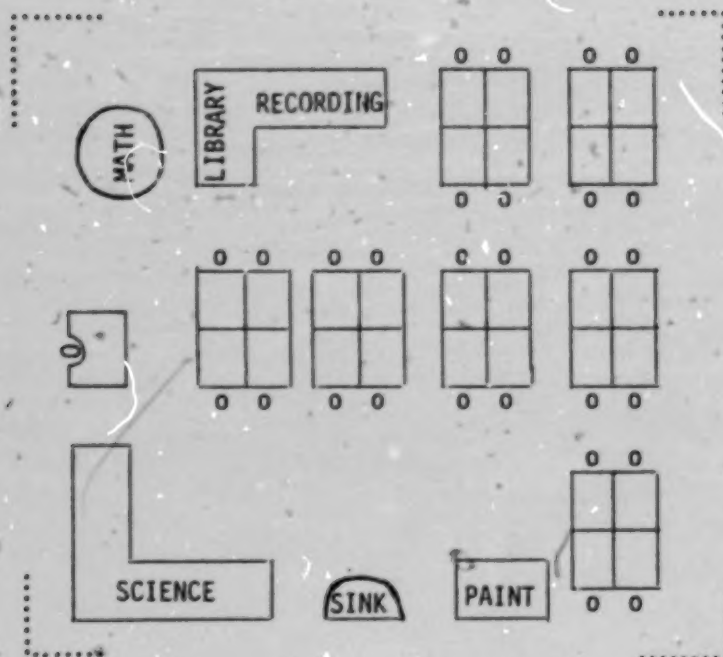
CONSIDERATIONS - Easy access to desks encourages more movement throughout room. Large area in the middle might serve no purpose other than to separate students and could result in a lot of wasted space. This space might be used for small group activities or learning centers.



➡ ➡ PLAN 4

COMMUNICATES to students that interaction among the group is appropriate and that the teacher is an active part of the class at all times.

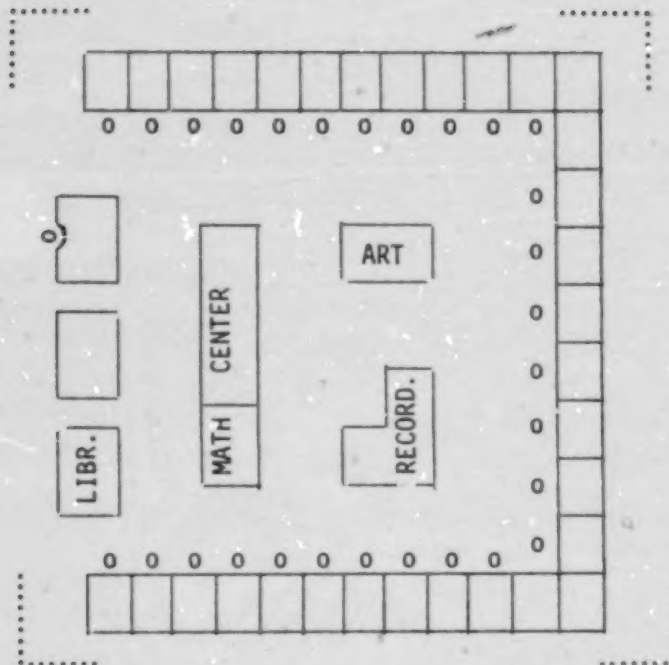
CONSIDERATIONS - Placement of the teacher's desk next to a few students' desks is suitable when a few students need a lot of structure and external control in order to function within the class. Activity centers may be placed around the walls, in corners, or as a part of the students's desk grouping. If you are giving many group lessons, requiring copying or observing from a centrally located blackboard, it will be necessary for some students to shift their desks or bodies to see the presentation.



➡ ➡ PLAN 5

COMMUNICATES to the students that interaction is appropriate and that because of the smaller groupings you are expecting the members of that group to relate to one another more intimately.

CONSIDERATIONS - Students have easy access to their desks. There is an easy flow of traffic and an abundance of space for activity centers. Lessons given from a central location require individuals to shift their seats or bodies to observe.



→ → PLAN 6

COMMUNICATES that interaction with adjoining neighbors is appropriate but does not encourage a strong group feeling. Solitary work is the usual expectation.

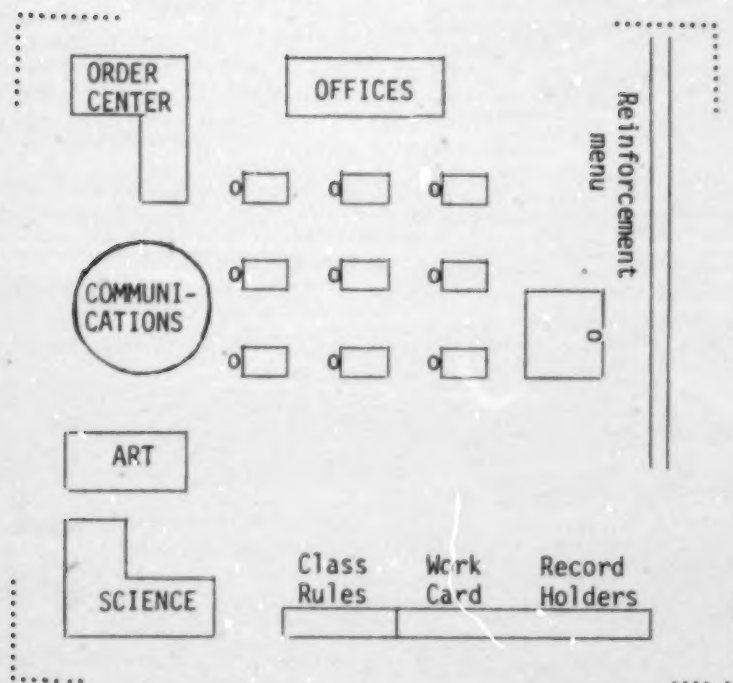
CONSIDERATIONS - Students will be less distracted by the minimum of visual contact with others. Not seeing the teacher may encourage more independent work habits. Movement about the room is easy. The central area may be used for activity centers and small groups. The distractions of activities engaged in here will be lessened by the fact that students working at their seats will be facing away from central activities. Students will need to turn their bodies to observe whole-group lessons taught from a central position in the room.

The floor plan of Hewett's "Engineered Classroom"² has proven helpful in working with emotionally handicapped students. The room consists of four "centers" - mastery, exploratory, communication and order. The mastery center consists of the student desk area where academic assignments are undertaken and study booths or "offices" where the student continues his/her academic progress in another setting where tasks may be done without visual distractions and with less auditory input. The exploratory center is set up near the windows, sink (if you are fortunate enough to have one) and electrical outlet for simple science experiments and art activities. A communication center is usually placed near an outlet and has recorders, filmstrips and record player. This center is also used to foster social skills in small group activities. The order center is comprised of tables and storage areas where games, puzzles, exercises and activities emphasizing attention, orderly response, and routine are kept.

This plan communicates that the expectations for behavior within the room change according to the area in use at any given time. The teacher is cast in the role of a benevolent director.

²Hewett, F. The Engineered Classroom.

The ease of mobility of the students shifts with the area in use. The arrangement itself provides cues to students as to appropriate behavior. Activity centers and small group activities will be less distracting to students working on independent tasks.



Learning About School Procedures

Prior to the opening of school you will want to familiarize yourself with the school and school system procedures. Notice that the word used is "familiarize" not "memorize." You will simply have too much to do and to think about to be overly concerned with memorizing numerous procedures. It is more helpful to make an appointment with your principal to ask questions and learn how your school operates with regard to some essentials. Consider the following checklist to help you out.

- What are the "school" rules for students?
- What are your school's policies/procedures on discipline (corporal punishment, suspension, detention, etc.)? How involved (notified?) are parents in these procedures?
- How do you get the principal or office assistance for emergencies, illness, or discipline problems?
- What policies or procedures need to be followed if a parent requests that a student leave the school during the day?
- What paperwork is required on a daily basis (attendance, lunch, etc.)?
- Are aides or volunteers available, and, if so, on what basis?
- If in a resource room, where will my students come from and how will my schedule be set?
- Will there be any special, all-school activities the first week or so of school?
- What are the procedures for obtaining books?
- What expendable or consumable supplies are available and what are the procedures for obtaining them?
- What audio-visual materials and equipment are available and what are the procedures for obtaining them?
- What types of professional resources are available to me (books, curriculum guides, centers, agencies, consultants, etc.)?
- What are the procedures for making dittos or other masters?
- What type of funds are available to me? How can I spend them?
- What are my responsibilities for seeing that the students are on the school bus (car, van, taxi, etc.)?

Preparing to Manage Behavior

Before your students arrive, you will have your schedule developed and some procedures planned. But what should the structure and content be during the first few days? A big part of the first day and of the first few days of school you will spend getting to know your students while they get to know you. This, and everything else you do, will be affected by the type of students and the program you will be teaching. In any case, you will want to get to know your students as quickly as possible. You will want your students to be comfortable in the new setting; and you will want to begin establishing the daily routine of your classroom. This section presents ideas for:

- Setting the Climate
- Getting to Know Your Students

Setting the Climate

The first day of school is usually a day spent getting acquainted with people and places. Your goal is to make it as relaxed and comfortable as possible. You will want to provide your students with confidence that there is a place for them in your classroom. Name tags could be placed on desks and over coat racks or locker space to help them identify their place. You might consider playing music at a low volume in order to fill the void of those first awkward moments.

You can pull the class together by describing to your students the general schedule for the day and discussing the rules for behavior. You will have other duties as well that have been established by the school administration such as collecting fees, confirming the class roll, and so on. Parents sometimes accompany their children on the first day, so you might enlist their aid in completing some of these tasks.

Activities for the first several days might center around activity centers, games and creative projects. Small group activities such as these will give the students an opportunity to get to know each other and give you an opportunity to observe your students' interaction patterns. You will want to continuously review your rules, schedules, and important routines in these first days. Use a variety of methods to teach these things: discussion, role-playing, written activities, over-heads, visual aids, and so on. Once these things are learned, you will need to review them regularly.

Getting to Know Your Students

As classroom activities continue in this relaxed style, you will begin to collect samples of your students' work. Work samples and the information recorded in each student's Individualized Education Program (IEP) will give you specific information about the special needs of your students.

If you need to do diagnostic assessments, then you might consider some group math tests and spelling tests as well as written language exercises. Through small group discussion or individual interest inventories you can also discover student interests and concerns. With this information about your students you will be able to start planning a specific instructional program. Some of your students may be placed in a special program for the first time this year. Others in the school will have needs that will be referred for special education services later in the year. In any

case, all students placed in programs for exceptional children will have an Individualized Education Program (IEP) developed to meet their needs. You will need to learn how to develop IEPs even though you will not be responsible for developing the entire IEP yourself. The following overview of an IEP should be helpful in developing those parts that you may be required to do. An IEP is an Individualized Education Program developed for each student in the United States who receives special education services. Please note--the word "developed" implies a process. Effective IEPs change as the student changes.

The minimum requirements for the content of an IEP are governed by Public Law 94-142: The Education of All Handicapped Children Act, 1975. Section 121a.346 of the Regulations of Public Law 94-142 states:

The Individualized Education Program for each child must include:

- a statement of the child's present levels of educational performance;
- a statement of annual goals, including short term instructional objectives;
- a statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs;
- the projected dates for initiation of services and the anticipated duration of the services; and
- appropriate objective criteria and evaluation procedures and schedule for determining on at least an annual basis, whether the short term instructional objectives are being achieved.

An IEP must be developed prior to placement. Practically, the IEP needs to be developed by those staff members who work most closely with the student. Also, involvement by the parents is required. Ask for their input.

Most classroom teachers will be responsible for developing short term instructional objectives and appropriate criteria and evaluation procedures to determine whether the short term objectives are being achieved. A behavioral objective is written with three components:

- Specific learner behavior (e.g., what you want the student to do);
- The conditions (e.g., time restraints, aids, method of performance, etc.); and
- The criteria of mastery (e.g., 90% accuracy, three consecutive trials at 80% without any teacher assistance, etc.).

You may choose to use any one of the following types of evaluations:

- pre-post teacher made tests;
- pre-post commercially made tests (criterion referenced);
- pre-post formal academic tests;
- continuous (daily) evaluation: mastery criterion specified in the objective;
- work samples - teacher comments, anecdotal remarks;
- any other clear evaluation procedure that you can develop to help you measure progress and achievement.

Enjoying the First Day of School

As you make plans for the beginning of the school year, you will want to develop a schedule of activities and classroom procedures. A schedule adds structure to the day, so that events can run smoothly, effectively, and efficiently. A set of classroom procedures, including basic rules, announces appropriate behaviors for the classroom. Preparing to manage behavior in advance will aid you and your students in establishing a positive climate for learning. This section will present ideas for:

- Developing Your Schedule
- Developing a Good Plan Book
- Developing Groups for Instruction
- Working on Students Schedules
- Working on Classroom Procedures

Developing Your Schedule

A good schedule is clear, specific, and concise. You do not want your schedule to be too general as this will make it nonfunctional. The other extreme is a schedule that accounts for every five minutes from 8:00 AM to 4:00 PM Monday through Friday. Such a schedule would be most difficult and time consuming to write, and nearly impossible to follow. A good schedule has manageable time periods that are not too general or specific and helps you organize your day.

The specific content of your schedule will depend upon many factors. The differences between any two classroom schedules are usually considerable. Take into account the tremendous variation in special education classes as to the type of structure; schedules will vary even more. In terms of general considerations for scheduling³, here are some interesting points. While all of them may not be applicable to your specific situation, you will undoubtedly find some of them useful. They can be summarized as follows:

- ☐ When planning your schedule, time should be allowed for relationship building between the teacher and the group, between the teacher and each individual child, and between the children themselves. The beginning of the day or class is prime time for the teacher to make contact with individual students. Group identity can be established during activities such as Show 'N' Tell, a class meeting, affective education activity and group projects.
- ☐ The schedule should allow for closure and should encourage the child to pace him/herself to finish lessons and activities.
- ☐ Schedules should be changed if the proposed change is important to the program or to the individuals involved.

³Badger, T. "General Considerations for Scheduling." Mecklenburg County Schools, Charlotte, North Carolina. Unpublished document, nd.

☐ Post your schedule. Teach it to your students. Share it with the other teachers if you have a resource room. The schedule can be used as a behavior management technique when activities are planned to allow for the enforcement of logical consequences. The most desirable activities should be contingent on the successful completion of less desirable activities; a "work then play" approach. The "play" can be any activity the students enjoy or simply the time for self-chosen work.

☐ A variety of activities should be planned. A good schedule shows balance. Movement might be through the following cycles:

- . inactive to active;
- . easy to demanding;
- . familiar to new;
- . general to specific;
- . concrete to abstract; and
- . individual to small group to large group activities.

This allows for natural breaks and a flow of activity most children can handle.

☐ Scheduled activities should vary in degree of structure and in number of student choices. Theoretically, as the school year progresses there should be less structure and more student choices. Whether or not this happens should depend on the student's ability to work in such situations.

☐ The length of time a child and/or group can attend to an activity should be considered in scheduling. To expect a longer attention span than a child is capable of giving is an act of futility. A break might be provided by a movement activity, a change in activity (from listening to doing, writing to manipulative, etc.), a change in materials, a change in location, or movement around room.

A schedule is an outline or a picture of your major responsibilities and shifts or changes of those responsibilities during the day. It only needs to be written out once and then up-dated or revised as major changes occur. Place it in the front of your plan book or post it in your classroom, and you will be set. An easy way to determine if your overall schedule is clear, specific, and concise, is to ask a friend or colleague to read it and interpret it to you. If he/she has no problem, you have done a thorough job.

Developing a Good Plan Book

Once your general schedule is established, then you can begin thinking about how to organize a more specific weekly schedule. The vehicle most commonly used for this task is the "Teacher's Plan Book." The purpose for developing a good plan book from week to week is to help you organize your instruction and day in a specific manner. Obviously, your schedule will change from day to day and week to week with regard to the content of what you want to do and achieve; however, your plan book will allow you to accomplish the following purposes:

- To provide detailed instructions of activities for your own records and for possible use by a substitute teacher;
- To schedule planning time--especially for Individualized Education Program time (IEPs)! Since many activities do not get done or worked on because "there isn't time," consider this: if an activity gets scheduled into your plan book, then there is a good chance that you will work on that activity. Consider using your plan book to schedule specific planning time and indicate specifically what you will attempt to do or achieve during that time;
- To log, document, and further indicate the importance of planning;
- To develop consistent, organized procedures and teaching strategies;
- To discuss and evaluate the program on a regular basis; and

- To create a well-structured, organized classroom environment.

With these purposes in mind, consider implementing the following procedures for developing a plan book:

- Indicate in your plan book all group activities and all individual activities and how you plan or want to implement them;
- Indicate clearly any deviations on a given day from your general schedule;
- Indicate clearly your planning time: when, where, and, most importantly, what you want to do during this time;

Example entry from a plan book:

Tuesday 12-10-92 8:00-8:30 Plan Time, in Classroom
Work on John's IEP
Reading Goal: write plan
for word attack problems.

If you have an aide, then do the above with him/her.

- Develop your plan book on a regular basis: once a week or once every two weeks; and
- Develop your plan book in advance: the word "plan" implies "future."

Developing Groups for Instruction

Grouping is an important concept in teaching. It frequently is an essential consideration in meeting the education and social needs of your students. Students may be grouped homogeneously by ability, by skill level, by reading level, by interests, and by need for structure; or they may be grouped heterogeneously.

The advantages of homogenous grouping are as follows:

- the skill level of the group is narrowed and; theoretically, the teacher should be better able to individualize;
- within the group, those with slightly higher skill development can serve as models for those just learning the skill; and

- the teacher is better able to keep individual attention and to give immediate reinforcement for successful tasks as well as immediate correction of mistakes.

Advantages of heterogeneous grouping are as follows:

- no stigmatization;
- total group feeling is enforced;
- modeling possible for all skills and behaviors;
- higher level students can get the self-concept building experiences of teaching lower level students; and
- lower level students may get the opportunity to learn from their peers.

Small groups of 3-5 students frequently offer some advantages over large groups of 6-9 students. They are as follows:

- better for teaching social skills;
- better for the distractible, active child; and
- more flexible than large group.

Although grouping and one-to-one situations are important for skill acquisition, the total class should be called together for some group relationship-building activity at least once a day. These total class activities might include class meeting, Show 'N' Tell, morning or end-of-day activities, music, physical education, arts 'n' crafts, games, cooking, field trips, group projects, and affective education activity. Any time grouping is used it should be flexible, allowing for movement into and out of groups, and vary for different subjects or developmental areas.

Any time small groups are formed, the behavioral compatibility of its members must be considered. All the active or difficult-to-handle students in the same group can be a disaster. The students must be able to work in reasonable proximity to each other.

The concepts of individualization can be carried out in group settings in the following three ways:

→ Multi-level teaching in a teacher-directed group. Use the same material but expect different response levels from different students. Use different materials to teach the same objective to different students.

→ Large group individualizing by assignments. You can present the same material to all students but vary the rate at which you expect them to learn it. For example, all students must learn to spell all words, but they move through the list based on their own rate of learning. For example, all students have a weekly spelling list, but individual assignments could vary in number, composition, and difficulty. Vary the level of mastery but hold the rate of learning and content. For example, all students can have the same weekly spelling list, but individuals are expected to master only a certain percentage of the words.

→ Coordinating individual assignments: The Octopus Act. Each student in your group is working on individual tasks. The teacher gives some students independent tasks while working directly with one or two students. For working in this situation consider these ideas:

- Teacher may choose two possible seating arrangements:
(a) the students sit at a semi-circular table with the teacher in the center or at desks put in a similar arrangement; (b) students in individual desks in carrels or placed in room to minimize distraction. In this arrangement the teacher moves to the students.
- Teacher should balance the difficulty of group not all students will be on same level and/or have same attention span. However, some students might work on some tasks together usually with teacher attention.
- Each student should have a familiar activity to do at beginning of each work session.
- Teacher should know each student well enough to provide alternative activities when needed.
- Teacher and aide should alternate which group they are responsible for both throughout the day and on a regular rotation every two weeks or so.

Working On Your Students' Schedules

In order to organize and structure your instructional program, you will need to develop good schedules for your students. To do this, you will need some basic information. First, will you have a self-contained classroom or a resource room? If you have a self-contained room, you will be responsible basically for developing the entire schedule for the time your students are in school.

If you have a resource room, you will need to know how many students you will have, at what times, for how long, and for what needs. Once you know these things, you can develop a basic schedule for your classroom. In either case, you will want to post the schedule, review it, share it with the faculty, and teach it to your students. Change the schedule as needed but only after you have worked with faculty affected and explained the changes to the students. Here are examples of student class schedules. This is a sample schedule for a self-contained class:

Time	Day/Activity				
	Monday	Tuesday	Wednesday	Thursday	Friday
8:45	Students arrive	————→	————→	————→	————→
8:45--9:00	Home Group Activity	————→	————→	————→	————→
9:00--9:30	Individual Academics	————→	————→	————→	————→
9:30-10:00	Group Reading	————→	————→	————→	————→
10:00-10:30	Individual Academics	————→	————→	————→	————→
10:30-10:45	Break	————→	————→	————→	————→
10:45-11:15	Music Class	Music	P.E.	P.E.	Health
11:15-11:45	Group Math	————→	————→	————→	————→
11:45-12:15	Lunch	————→	————→	————→	————→
12:15-12:30	Recess	————→	————→	————→	————→
12:30--1:15	Social Studies	Health	Social Studies	Health	Special Group
1:15--2:00	Science	Art	Science	Art	Activity (Art)
2:00--2:15	Home Group	————→	————→	————→	————→
2:15	Depart	————→	————→	————→	————→

Notice that the teacher of a self-contained classroom is responsible for the entire time that the students are present. This schedule does not indicate specifically what the students will be doing during each period. It only indicates when each event will take place and what will happen in a very general sense. This type of schedule will guide your planning. You can use the Plan Book to develop specific details of each time period. For individual academics you should consider using an individual assignment sheet for each student since each student's needs will be unique and you will want to develop an individual program and set of activities for each student.

The resource room teacher can also use individual assignment sheets for time periods in the schedule that call for individual academics. You may want to use the following example for a resource room schedule:

Time in	Time out	Expected Students	Days in Resource Room	Subject Area
9:00	10:00	Tom L.	M,T,W,Th,F	Reading, Math
9:00	10:00	Joe R.	M,T,W,Th,F	Reading, Math
9:00	10:00	Jane S.	M,T,W,Th,F	Reading, Math
10:00	10:45	Ann K.	M,T,W,Th,F	Perceptual Training
10:45	11:30	Jane J.	M,W,F	Math
10:45	11:30	Pamela S.	M,W,F	Math
10:45	11:30	Gerald M.	M,W,F	Math
11:30	12:15	Robert W.	M,W,F	Written Language
11:30	12:15	Karen P.	M,W,F	Written Language

Initially, you may need to jot down the name of the regular classroom teachers next to names of your students until you get to know everyone.

Once this type of schedule is filled out, you can make more specific plans. Again, use your plan book for group activities and individual assignments. While the resource room teacher may not have as many subjects to plan for as the self-contained teacher, the resource room teacher will need to emphasize co-ordination of schedules. To avoid confusion, make a summary schedule to let you know exactly who will be in your room during specific time periods.

A summary schedule for part of the day could look like this:

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00 Lang. Arts 2nd Graders • Copy words • Study Words • Reading	→ Review words • Matching • Reading	→ Review words • copying from board • completion sentences Alphabets	→ Reading Alphabets	→ Games & Activities
9:00 - 9:45 Language Arts 3rd Graders • Copy words • study words • Reading	→ Review words Study words • Develop or Complete Sentences Reading	→ Spelling Trial • study words Specific Skill Builders	→ Review Words Cursive Writing	→ Spelling Quiz Games & Activities
9:30 - 10:15 Lang. Arts 4th Graders • Copy words • Study words • Reading	↓ ABC Order ↓	↓	↓	↓
10:30 - 11:15 Lang. Arts 5th Graders ↓	↓	↓	↓	↓
11:00 - 11:45 Lang. Arts 6th Graders	↓	↓	↓	↓

Scheduled time can be set up where the time may overlap between a group coming and another group leaving or it can be set up where only one group is scheduled in at a time. The overlap schedule is more difficult to manage because the teacher has to be organized and structured to be ready for the group that is entering while the other group is continuing their assigned tasks.. Or the schedule could include both of the above.

The type of schedule (overlapping or continuous) used will depend on the students functioning level, attention span, social skills, and the ability of the teacher to effectively plan and organize for each group or student. You can create any form as long as it meets your needs. What you want to do is organize the instructional day so that it makes sense, becomes manageable, and is functional for you and your students.

The term "individual assignment sheet" has been used a few times. Two examples of possible formats for individual assignments are included. The first of these shows a typical student assignment sheet. The second example is a more structured lesson plan form/assignment sheet for an individual student or for a group.

NAME: _____

DAILY ASSIGNMENT SHEET

WEEK: _____

Subject	Monday	Tuesday	Wednesday	Thursday	Friday

✓ when completed

_____ number of checks for free time

LESSON PLAN/ASSIGNMENTS

Teacher: _____

Subject _____

Skill and/or Concept _____

Date(s) _____

Student(s) _____

Objectives	Activities and/or Materials	Evaluation of Instruction

Working on Classroom Procedures

An in-depth set of procedures does not need to be developed before the beginning of school. However, there are a number of areas that you will eventually want governed by procedures in order to keep your classroom orderly and functioning efficiently. Most of the procedures will come as your class progresses. You may want to develop some ideas before school starts. For instance, Badger⁴ recommends that:

- A teacher should never do for a class what they can do for themselves. Things that are done daily should, as much as possible, be reduced to routine. How they will be carried out should be decided ahead of time with practice and preparation on the part of the students. Typical class routines include entering and leaving room, preparation to do lessons, leaving the room for water or the bathroom, selecting class helpers, etc.
- It might be helpful to establish routines for the following events:
 - classroom visitor
 - substitute teacher
 - fight
 - accident
 - teacher leaves the room
- If established, the procedure should be taught to students and even practiced by them in role-playing situations.

In addition, transition times are traditionally the times when misbehavior is most likely to occur. Step-by-step procedures and verbal and nonverbal cues need to be established ahead of time, and these procedures need to be consistently followed. For example, the transition from individual seat work to small group activities such as reading instruction could be cued by a small desk bell. A prearranged signal such as two rings for group A cues those students to put away their work, get out their reading book and walk quietly to the small group area. Transition routines should be taught to the students as well. If the students are given an opportunity to rehearse appropriate behaviors, they will know exactly what is expected of them and what the consequences of their behavior will be in the future.

⁴Op. cit.

Developing Classroom Rules

Rules should be viewed in a positive manner and essential to the classroom. They serve to help us and protect us as a community so that we can function in a smooth, orderly fashion. Consider the following rules about rules:

- State each rule positively so that it can be viewed as a goal or an expectation, example, "will do" rather than "won't do;"
- State as few rules as possible;
- State each rule in a concise, specific, and clear manner;
- State a consequence for each rule both when followed and when broken; and
- The consequences must be enforceable for the rule to be effective.

Consider the following procedures for implementing rules:

- Post the rules (with at least the consequences for breaking the rules or a specific rule);
- Teach the rules to the students:
discuss them,
practice them, and
review them periodically;
- Praise or reinforce rules that are followed;
- Be firm and consistent with enforcing the consequences; and
- Change the rules when you and the students think it is necessary to do so.

Your students will want to know what the consequences will be for breaking a particular rule. They rarely will ask about positive consequences for following rules, so be prepared. To save space, the positive consequences are often not posted with the rules. This is acceptable if you regularly review the positive consequences with your students and if, in fact, you enforce the consequences in a consistent manner.

Rules will need to be discussed with the students to clarify terms like "respect" and "demonstrate." Discussion will also be needed to clarify when the rules do not apply (there will always be exceptions to any rule) such as, when playing tag in P.E. class or participating in some other contact sport where it is all right to touch someone, it will not be necessary to keep one's hands to oneself. Be as consistent as you can, but do not worry too much about inconsistencies that will occur in any classroom. Some of the students will try to get you upset about the inconsistencies; that is, they will test you. You will pass that test if you simply strive for fairness by implementing the rules as consistently and as firmly as you can. Do not be afraid to use your judgement if you think a situation needs it. To rely on the rules as a crutch will make your classroom environment most difficult. Use the rules as they are intended--to help you and your students function together in a smooth, orderly manner.

Managing Problems in the Classroom

One of the biggest concerns of all teachers is how to deal with behavior difficulties in the classroom. A number of ideas will be presented in this section for your consideration. This section may require some extra time and effort on your part. Depending on your background, some of the concepts and strategies might require careful study and practice to implement them successfully. The topics covered include:

- Identifying Existing or Potential Problems
- Attitudes and Skills of the Adult
- Managing Surface Behavior
- Setting Up a Behavior Management System

Identifying Existing or Potential Problems

It is important to recognize when a problem exists and the conditions that might lead to behavioral problems. Obviously, if you have a student with a severe behavioral problem, you will probably be aware of it because it will be disruptive to every aspect of your program. For such students, you want to begin by specifically identifying the exact nature of the problem, and you want to determine approximately how often the behavior is occurring. This information is crucial for self-control and change. Below are two examples of identifying and tracking a behavior problem.

	<u>Problem</u>	<u>Frequency</u>
☆ Too general	John constantly disrupts the class.	All the time
☆ Good!!	John talks out when he is supposed to be quiet.	Individual academic periods: he averages 7 talkouts per period (there are 3 half-hour periods).

The second example implies that you have observed a specific behavior, and you have recorded the behavior's occurrence over a period of days to get an accurate average. Later in this section, we will discuss ways of dealing with specific problems like the one above that do not respond to your routine behavior management procedures.

Not all of your students will have severe behavioral or emotional problems (unless, of course, you have that kind of special education class), however, you will still need to be aware of how to manage "normal" behavior, and you will want to be able to identify and avoid potential problems.

Attitudes and Skills of the Adult

The following set of attitudes and skills has been developed by the Wright School staff⁵ for those adults who work with emotionally handicapped students. Many of the "attitudes" and skills seem pertinent for anyone who works with young people. They are excerpted here for your consideration.

⁵Wright School. "Attitudes and Skills of Adults." Unpublished document, Durham, North Carolina, n.d.

→ Respect for Children and Youth:

The adult who will be responsible for students in any type of program must first of all be aware of his own attitudes toward students in his work with them. A positive adult views students as capable individuals each with his own unique qualities and skills to be optimally developed. With basic respect for pupils, the adult strives to understand the youngster's wants and needs. The pupil, in his own style, responds to the respectful tones and, certain of the adult, joins in rapport with him toward growth-enhancing goals. Out of respect for the pupil, we assume he wants to handle himself in the proper manner in any given situation.

→ Knowledge of Age-Appropriate Behavior:

Accompanying respect for students as individuals, basic understanding of age-appropriate behaviors is needed. Knowledge of developmental levels provides one with a guideline for establishing general expectations and a base from which to evaluate behavior within the group.

→ Clear, Reasonable Expectations: "Say what you mean and mean what you say!"

Youngsters, as do adults, want to know what is expected of them in any given situation. Some students need to have both the situation and their particular responsibility within it defined. In clearly defining situations and expectations, we provide students with the channels of praise and reinforcement for appropriate behaviors. Sometimes we assume students know exactly what they are expected to be doing when in reality they have not received a message of clear definition of task. Also, a pupil may behave contrary to expectations as conveyed to the group to see if this adult "really means what he says." "Does this adult care enough about me to help me do what is expected?" seems the question asked loudly by the pupil through his behaviors.

We have learned from experience to assess carefully our expectations from students so that we can be certain they are reasonable. The child who asks,

"What are we going to do?" demands an answer. Also, we have learned that, whenever possible, activities are improved if students are included in the planning of them.

→ Reasonable, Consistent, Predictable Consequences:

As vital as clear, reasonable expectations in helping students to learn appropriate behavior control are the consequences for not meeting the expectations of the situation. Students want to meet the expectations and therein receive positive gratifications. Appropriate expectations, if challenged through "misbehavior" but not supported and "backed-up" by the adult, leave the pupil with self-reflections echoing "I've won out again!"

→ Empathetic Understanding:

With students with problems, the adult's capacity to empathize is an invaluable asset in problem solving. Our human response as adult to a pupil in confusion, anger, loneliness, frustration - any hurt - is to reach out with understanding of the hurt he is feeling at that moment. The pupil has a right to his feelings! A boy may come to you after losing out in a fist fight and say "I'm going to kill that Joe. . . ." If the boy has a right to his feelings, we do not try to talk him out of them. At that moment, he feels like he wants to "kill that Joe." Is there a helping adult who can understand and accept his angry feelings at that moment and simultaneously protect him from hurting himself or anyone else? Empathizing with a pupil means feeling with the pupil. In tones of speaking, caring for and knowing of his hurt in that moment, the adult lets the pupil in difficulty know he is not alone. The adult, in helping the pupil work through the problem in a supportive manner, has increased potential for the youngster to better handle a difficulty another time. To provide such help, the adult must be an excellent listener.

Accepting the feelings of students does not mean accepting all they do. The helpful adult helps students learn they have a right to their feelings - whatever they may be - but must handle their behavior in socially acceptable ways.

→ Movement from "I can't" to "I can!"

When students learn new skills - from tying shoelaces, holding a fork, writing a name, to skipping rope - they feel better about themselves. Youngsters who feel good about themselves usually reflect their affirmative self view through positive behaviors. The adult may need to do much assisting in learning a new skill (e.g., walking along in an obstacle course) but he holds before the pupil the expectation that "Some-day you will be able to do this by yourself." An adult who sees him as "one who can" and therefore teaches him new skills is greatly needed by the youngster who sees himself and behaves as "one who cannot." The challenge is to develop a program built upon sequential steps - each with its own success experience. Each success experience increases the child's desire to try harder. Appropriate, sincere praise provides encouragement and gives reason for the child to feel important.

→ Modeling Behavior:

The adult must be aware that his own actions, whether he chooses so or not, set a pattern for pupils. Pupils receive their cues from the adult. Are you aware of the cues - spoken and unspoken - you give to pupils? Sometimes we give double messages to youngsters. For example, as the recreation leader begins playing catch with a pupil, he says, "O.K., Let's put away the play equipment." Or the teacher says, "Let's go to lunch" as she seats herself at the desk. There may also be non-verbal cues, e.g., the adult says one thing, but the facial expression and other body language say another. Students look to you to learn expected ways of handling emotions. How do you behave when you are angry?

→ What About the Group?

The goal should be to help each pupil feel a part of the group. We control this in part in our selection of activities for students. Does the activity demand everyone's participation for fun and success? Is the activity one in which all can participate?

It is impossible and unnecessary to see or handle all behaviors within the group. Select carefully those

behaviors you wish to acknowledge. For most students, adult attention and appreciation is reason enough to repeat behaviors or "misbehaviors."

→ Excerpts from Experience:

Know yourself.
Be firm, kind, and consistent.
Learn from your mistakes; allow students to do the same.
Use your ability to observe and reason.
Use language students understand.
Ask questions and seek help when needed; do not give up.
Avoid introducing too many new concepts at once.
Begin at success level of the pupil.
Move a step at a time.
Enjoy a sense of humor; share it with children.

In addition, do not take a student's behavior in a personal manner, especially inappropriate behavior. This may sound easy, but it is not. In many cases, inappropriate behavior is intended to get you upset and, thus, "out of control." When a student misbehaves, you need to stay in control and react in a firm yet "cool" manner. Stay with your plan and try not to demonstrate anger or frustration. This does not mean you need to be cold and mechanical. However, to be effective, you simply must try to de-personalize student misbehavior.

Managing Surface Behavior of Children⁶

The following techniques are designed to be used by a teacher to maintain the surface behavior of children in the classroom. They are intervention techniques used spontaneously as problems or disruptions arise. They should be used in conjunction with a well planned program based on the teacher's knowledge of each individual student's needs.

→ Planned ignoring: Much child behavior carries its own limited power and will soon exhaust itself if it is not replenished (especially if the behavior is done to "get the teacher's goat"). Assuming the behavior will not spread to others, it might be possible for the teacher to ignore the behavior and, thus, extinguish it.

⁶ Redl, Fritz & Wineman, D. Excerpts from: Controls from Within: Techniques for the Treatment of the Aggressive Child. 1965, pp. 153-225.

Example: Bobby sometimes comes to class very excited and very active. The result of ignoring his initial antics is that he soon gets seated and relatively quiet at which time the teacher will smile at him and touch his shoulder. He responds with a broad grin, and a positive attitude toward his time in class.

- Signal interference: Teachers have a variety of signals that communicate to the child a feeling of disapproval and control. These non-verbal techniques include such things as eye contact, hand gestures, tapping or snapping fingers, coughing or clearing one's throat, facial frowns, and body postures. These techniques seem most effective at the beginning stages of misbehavior.

Example: When a student begins to act up, a glance in his direction often will stop the behavior for a while. This technique is most effective for students with whom the teacher has developed relationships.

- Proximity control: Every teacher knows how effective it is to stand near a child who is having difficulty. The teacher is a source of protection, strength, and identification and helps the child control his impulses by her proximity.

Example: If a student is off task or begins to talk while the teacher is talking, she may continue to talk to the group while, at the same time, moving toward him or even standing next to him for a moment. This may go unnoticed by the other students since the teacher may normally move about the room as she talks. The result is, the child is not embarrassed or given unnecessary attention, and the talking or off task behavior stops for a time.

- Interest boosting: If a student's interest in his work is declining, and he is showing signs of boredom or restlessness, it may be helpful for the teacher to show an interest in the student. The teacher may engage the student in a conversation on a topic which is of interest to him. Stimulating the child's interest may motivate him to continue his work, and/or help him view the teacher as a person to please.

Example: Fred was an avid collector of Civil War memorabilia. Fred also became bored easily because he found his assignments to be "too easy" or "the same old stuff." When this happened, he would draw pictures or daydream and his assignments would not be completed.

His teacher knew a little about the Civil War, but there was much she could learn. She asked him about the weapons of the Civil War one day when she noticed him drawing a rifle. His face brightened and he talked to her quietly for about 10 minutes. At that point, she asked him if he felt he could complete his assignment and told him she would like to talk to him again about his interests. He finished his work and now seems more interested in class.

- Tension decontamination through humor: Most of us are aware of how a funny comment is able to defuse a tense situation. It makes everyone feel more comfortable.

Example: Though I had injured my knee not long before this incident, I decided I would play football with my students. The ground was very wet from a recent rain storm. The ball was hiked to me, and as I backed up to throw a pass, I slipped on my injured leg. The students rushing in to tag me did so just as I fell back and landed flat on my back in the mud. I could see the concern and apprehension on their faces. They were afraid I was hurt and that they had caused it. Others were scared because I had gotten muddy, and they feared I would blame them. I sat up, looked around at them and smiling, pulled a white handkerchief from my pocket and waved it indicating surrender. I also told them it looked like I was going to have to play dirty the rest of the game. They helped me up and continued the game without fear of reprisal.

- Hurdle lessons: Students occasionally experience difficulty with classroom assignments. Many students seek help from the teacher or peers when appropriate. Other students skip over the difficulty and go on to work they can do. Occasionally, however, some students stop working and don't know what to do next. They need to be able to overcome the obstacle that has them stopped. The teacher can be most helpful in getting the student back on task by doing (or solving) the problem with the student thus removing the hurdle and allowing the student to continue.

Example: Louise is a very intense child. She pushes herself, and has high expectations of herself and others. When she experiences difficulty with her work, she becomes frustrated and angry. Often her anger blocks logical problem solving, and doesn't allow her to use her skills, thus increasing her frustration. If the teacher can recognize her frustration when it first appears, she can help Louise over the hurdle, and she can usually get back on task and remain calm.

- Restructuring the classroom program: How much can a teacher deviate from the scheduled program and still feel he is meeting his teaching responsibilities? Some teachers feel compelled to follow their class schedule rigidly. They feel students should learn discipline and self-control. Other teachers feel it is necessary to be flexible and sensitive to the students' needs and concerns. Some middle ground seems most sensible. Discipline and structure are valuable, but not when they fly in the face of a general class need. Moderate restructuring based on affective as well as academic goals can be a very effective technique. Restructuring is appropriate when it is necessary to drain off high tension or emotion in the classroom. The technique is, as its name implies, simply a change of plan, format, task, or location based on a perceived need to drain off tension or high emotion in the total class.

Example: Just before class, two girls got into an especially vicious fight. Students immediately formed an audience and began speculating what caused the fight. After the fight was stopped, and students went to class, the emotions were still very high, and many students were seeking information while others were proudly telling their version of what happened. The science teacher realized how difficult it would be to have his class attend to cells, (he was also curious himself) so he opened the class to a discussion of what happened and how fighting made us feel. He was able to talk about adrenelin and muscle cells as a spin-off!

- Support from routine: We all need structure. Some children need more than others before they feel comfortable and secure. Some become anxious without a set routine. To help these children, a daily schedule should be provided to help allay some of their feelings

of anxiety. They know what is expected of them and can prepare for the activity.

→ Direct appeal to values: A teacher can often appeal to a child's values when intervening in a problem situation. He might a) appeal to the relationship of the teacher with the child, for example, "You seem angry with me. Have I been unfair to you?" b) appeal to reality consequences, for example, "I know you're angry; but if you break the aquarium, the fish will all die, and you'll have to replace it with your own money." c) appeal to a child's need for peer approval, for example, "Your classmates will be pretty angry if you continue to interrupt them and correct them." d) appeal to the child's sense of the teacher's power of authority, for example, tell him that as a teacher you cannot allow his behavior to continue, but that you still care about him. 3) appeal to the child's self-respect, for example, "I know you'll be mad with yourself if you tear up that paper you worked on all period."

→ Removing seductive objects: It is difficult for the teacher to compete with certain objects, such as squirt guns and balloons and other similar seductive objects. Sometimes removing seductive objects leads to power struggles. Take a strong interest in the object and politely ask to see it or handle it. Once in your hand, you have the option of returning it with a request for it to disappear for the remainder of the period, or to keep it with a promise to return it at the end of the period. This technique is most effective if you have a relationship with the student.

→ Antiseptic bounce: When a child's behavior has reached a point where the teacher questions whether or not the child will respond to verbal controls, it is best to ask the child to leave the room for a few minutes--perhaps to get a drink, wash up, or deliver a message.

In antiseptic bouncing, there is no intent of punishing the child, but simply to protect and help him and/or the group to get over their feelings of anger, disappointment, uncontrollable laughter, hiccups, etc. Unfortunately, many schools do not have a place to which the classroom teacher can send a child that the child will not think of as a punishment.

Example: One morning during arithmetic study period, I became aware of giggling in the back of the room. I looked up to see that Joyce had evidently thought of something hilariously funny. I tried signal interference, and, though she tried to stop, she succeeded only in choking and coughing. By now, most of the children around her were aware of the circumstances and were smothering laughter, too. I hurriedly wrote a note to the secretary of the principal's office explaining that Joyce "had the giggles" and asked that she keep her waiting for a reply until she seemed settled down. I asked Joyce if she would mind delivering the message and waiting for an answer. I think she was grateful for the chance to leave the room. When she returned, she appeared to be under control, as was the class, and things proceeded normally.

- Physical restraint: Once in a while, a child will lose complete control and threaten to injure himself and others. In such emergencies, the child needs to be restrained physically. He should be held firmly but not roughly, with no indication of punishment--only concern. Such techniques as shaking, hitting, or spanking make it harder for him to believe the teacher really wants to help him.

The preferred physical hold is for the adult to cross the child's arms around his sides while the adult stands behind him holding the child's wrists. If it becomes necessary to control the child further, the adult can move the child to the floor with the arms crossed in front as before, and apply his weight across the child's hips and waist. Be careful to avoid being butted or kicked. There is no danger that the child will be injured in this position, although he might scream that you are hurting him. There are usually four different phases the child passes through: 1) Being held, he becomes enraged. He may swear, bite, and carry on in a primitive way. The teacher, although frightened or angry must provide the nonaggressive handling the child needs. The teacher's control system must take over until the child's is operating again. 2) The child begins to cry--his defenses are down. His toughness has vanished and his inadequacy and immaturity are evident. 3) The child becomes silent or asks to be let go. If the teacher feels the child has gained control--he lets go. The teacher, not the child, must make the decision. As he gains control, his language becomes better, more

logical and coherent. 4) He usually will try to save face by pulling away or making a sly remark.

If possible, do not hold a child in the classroom. If it cannot be avoided, get the class away from him. Later, the teacher must explain to the class exactly what happened to save face for the child. The relationship with the child usually will improve significantly. The message the child receives is: "I care enough about you to protect you from your own dangerous impulses."

Setting Up a Behavior Management System

If you find that a disruptive behavior persists, you will need to consider an individual behavior management program. This program will need to fit into your overall management system, and it will need to meet the needs of the particular student who is demonstrating the inappropriate behavior. Take the steps listed here to develop an individual behavior management program.

- ☐ Decide what specific, observable behavior you wish to increase or decrease. Be sure it is within the child's capabilities and that he has the prerequisite skills. The behavior should be broken down into steps that are small enough for the child to succeed. Work on no more than two or three behaviors initially.
- ☐ Record how frequently the present behavior is occurring.
- ☐ Decide under what conditions the behavior will occur. These conditions will act as signals for the appropriate behavior.
- ☐ Decide how to deliver positive consequences (rewards), such as every time it occurs or every 15 minutes. Remember you want the child to be able to get the reward, so don't expect too much too soon.
- ☐ Decide what the positive consequences for behavior will be. Since it must be something the child will respond to, you might ask him what he'll work for. Have a list of possible rewards (a Reward Menu) and let him choose. The rewards could be primary (food or drink), social (smile, hug, or praise), activity, or indirect (tokens, points or check marks). The latter would be exchanged for something.
- ☐ Decide what the negative consequences (punishers) will be. ALWAYS try to reward positively what you want to

see rather than punishing what you don't want to see.

Only use punishers when:

- the negative behavior is so disruptive or destructive, or
- the negative behavior is occurring so frequently that you don't get the chance to reinforce the desired behavior.

- ☐ Select the mildest negative consequence that is effective such as ignoring, removal from group or other time-out from reinforcement strategies.

Note: If you use time-out from reinforcement strategies, remember that time-out is the contingent removal of a child from the opportunity to obtain positive reinforcement. You have three options.

Contingent observation: the child loses access to social and/or other reinforcers but remains in the classroom.

Exclusion time-out: the child is excluded from the setting for a brief period of time (hallway, principal's office, etc.).

Seclusion time-out: the child is confined to a small place in isolation. This is the most severe type of time-out.

The third type of time-out need not be used by you. The other two forms can be just as effective and they are not nearly as controversial as the third type. Consider using contingent observation (at student's desk, in classroom corner, etc.) or exclusion time-out.

It is important to know that for time-out of any type to be effective, the setting from which the child is being timed-out needs to be more reinforcing than the time-out area. This places a big responsibility on you as the teacher, for it implies that your room needs to be an exciting, reinforcing place to be. Your students need to want to be there for time-out to be effective.

 NEVER PUNISH A BEHAVIOR WITHOUT POSITIVELY REINFORCING THE OPPOSITE OR DESIRED BEHAVIOR.

- ☐ Decide on a method of record keeping to determine progress.

- ☐ Implement the program for 7 to 10 days.
Be certain the student understands the system by rehearsing it.

- ☐ Try it for several days before trying to judge the program's effectiveness. If, after 7 - 10 days, no progress is noted, look at ways to modify the program. If the program is working, move to natural social rewards and higher level behaviors. However, make these moves slowly enough so that success is maintained.

If you develop an individual management program and, if the behavior does not change to your or the student's satisfaction, then you may want to modify your program. The following are a set of things to consider when you want to modify an individual behavior management program. You may need to review each area of your program to determine what is not working properly.

- Measurement is not correct
- Consequences are not effective
- Student is getting the rewards for free
- Consequences are not given often enough
- Consequences are not given fast enough
- Consequences are given too many times
- Student does not have necessary basic behaviors
- Target behavior is not being taught in small enough steps
- Wrong behavior is being rewarded
- Threats are used to encourage behavior
- Student is not being helped (prompted) enough
- Student is being helped (prompted) too much
- Student has been working too long at same thing
- Student is not being rewarded for other good behaviors
- Student is not being told what he is doing well

One of the most effective preventative techniques known to all educators as an excellent countercheck against misbehavior is this: Appropriate Academic Programming! Many times, students misbehave in order to avoid difficult or impossible academic tasks. Their behavior tells us that they refuse to be embarrassed by not being able to demonstrate academic skills. Thus, they choose misbehavior rather than failure on a task. To develop an appropriate academic program for a student is not easy. It is challenging, difficult work. However, the benefits to you and your students are worth the effort.

Organizing Instruction

The foundation of your instructional program will be the information gained from assessment procedures implemented with each of your students. You will want a complete picture of your students academic strengths and weaknesses as well as an accurate assessment of their social behavior. When you have determined what to teach you will be able to plan how to teach your students. This section provides information on the following topics:

- Informal Academic Assessment
- Formal Testing Resources
- Instructional Resources and Procedures

Informal Academic Assessment

Each student's Individual Education Program will provide basic information to you. However, you will need to up-date that information, and you will need to know specifically what each of your students can and cannot do. You may need to develop "teacher-made" assessment materials. Such procedures are not difficult to do; however, they can be time consuming. They will require some thought as to exactly what type of information is needed. It may be helpful to organize your information needs by developing a simple chart.

Student	Subject	Possible Type of Test or Activity
John	Reading Math	Informal reading inventory. Worksheet with whole numerals: addition and subtraction.
Mary	Written Language	Spelling test of words from reader. Have her write a para- graph on a topic.
Joe	Reading	Read various pages of a book out loud to the teacher.
Sue	Language	Repeat sentences given by the teacher; Read a page from a book. Answer questions

After you have analyzed your information needs for each student, you can begin your search for assessment activities.

One of the sources you may use to sequence testing activities is a document available from the North Carolina Department of Public Instruction* entitled: "Competency Goals and Performance Indicators, K12." Special editions have been prepared for mentally handicapped and hearing impaired students. The main edition and these special editions are available from the Publications Division for \$3.00 each. In recent years, more commercial publishers have given attention to informal testing materials for teacher use. Your primary source may be the curriculum materials that have been adopted by your school system.

*Department of Public Instruction, Publications Division,
Raleigh, North Carolina 27611.

If you need to develop assessment activities and materials, keep the following principles in mind.

- An assessment activity should test what the student needs to know:

What are the essential characteristics of compound words?

- An assessment activity should test the student's ability to discriminate non-instances:

What are similar yet non-instances of compound words?

- An assessment activity should provide a range of options for attention and response:

How can I test compound words other than by a worksheet?

Formal Testing Resources

There are many formal tests available that do not take considerable study to understand and implement. The following is a list of some of the more common educational tests used to evaluate special students. The tests marked with an asterisk (*) are especially good for classroom use. They are easy to administer once studied and practiced. They give you data that can help you identify both student need in an area and evaluate progress on long term goals.

▷ ACADEMIC TESTS

▷ General/Broad Range Academic

- *Peabody Individual Achievement Test (PIAT)
- Woodcock Johnson Psycho Educational Battery
- *Wide Range Achievement Test (WRAT)
- Criterion Test of Basic Skills (CTBS)

- ▷ Math
 - Wisconsin Design for Math
 - Systems FORE - Math
 - *Key Math Diagnostic
 - *SRA Diagnosis: Instructional Aid - Mathematics Levels A & B
 - Basic Educational Skills Inventory (Math)
 - Kraner PreSchool Math Inventory
- ▷ Reading
 - Delta
 - *Wisconsin Design Word Attack Test
 - Wisconsin Design Comprehensive Test
 - Wisconsin Design Study Skills Test
 - Systems FORE - Reading
 - *Woodcock Reading Test
 - Basic Educational Skills Inventory (Reading)
 - *The Spache Reading Test or Diagnostic Reading Scales (Revised Ed.)
 - Slosson Oral Reading Test
 - Test of Reading Comprehension (TORC)
 - Diagnostic Analysis of Reading Task (DART)
- ▷ Spelling
 - *Test of Written Spelling (TWS)
 - Kottmeyer Spelling Inventory
- ▷ Language
 - Boehm Test
 - *Test of Language Development (TOLD)
 - Bangs Vocabulary Comprehension Scale
 - Test of Assessment of Children's Language Comprehension
 - Test of Syntactic Abilities
 - Carrow Test for Auditory Comprehension of Language
 - The Token Test for Children
 - *Test of Written Language (TOWL)
 - Test of Adolescent Language (TOAL)
- ▷ Early Childhood
 - Basic School Skills Inventory (BSSI)
 - *Brigance Diagnostic Inventory of Early Development
 - Learning Accomplishment Profile - Diagnostic (LAP-D)

▷ PROCESSING/PERFORMANCE TESTS

Goldman-Fristoe Woodcock Test of Auditory Discrimination
Detroit Test of Learning Aptitude
Jordan Left Right Reversal Test
Lindamood Auditory Conceptualization Test (LAC)
Illinois Test of Psycholinguistic Abilities (ITPA)
*Wepman Auditory Discrimination Test
Visual Motor Integration Test (VMI)
The Frostig Test
Motor Free Test of Visual Perception (MFTVP)
Slosson Drawing Coordination Test (SDCT)
The Testing Teaching Module of Auditory Discrimination (TTM)

▷ ADAPTIVE BEHAVIOR SCALES AND BEHAVIORAL CHECKLISTS

Denver Developmental Screening Test
Children's Adaptive Behavior Scale (CABS)
Adaptive Behavior Inventory for Children (ABIC)
Uniform Performance Assessment System (UPAS)
Project Memphis
Balthazar Scales of Adaptive Behavior
Cain Levine Social Competence Scales
Behavior Characteristics Progression (BCP)
AAMD Adaptive Behavior Rating Scale
Topeka Association for Retarded Citizens Assessment System (TARC)
Camelot Behavior Checklist
TMR Performance Profile for Severely and Moderately Retarded
Hill Walker Behavioral Rating Scale
The Devereaux Child Behavior Rating Scale
The Devereaux Elementary School Behavior Rating Scale
The Devereaux Adolescent Behavior Rating Scale
Brill Education Achievement Test for Secondary Deaf Students
The Behavior Rating Profile
Street Survival Skills Questionnaire
Vineland Social Maturity Scale
Weller-Strawser Scales of Adaptive Behavior for Learning Disabilities

▷ OTHERS

Peabody Picture Vocabulary Test (PPVT)

*Instructional Based Appraisal System (IBAS)

*Vol. I Mildly Handicapped

Vol. II Severely and Profoundly Retarded

Vol. III Career Education

Vol. IV Prevocational Skills

Vol. V Physical Education

Vol. VI Science

Social and Prevocational Information Battery (SPIB)

Screening Tests to be Used by Classroom Teachers

*Brigance Diagnostic Inventory of Basic Skills

You should study the specifics of the test you select. Note the strengths and weaknesses of tests. You need also to be sure that the test has an adequate number of test items for the skill area(s) to be assessed. Some tests may need to be supplemented by other commercial, formal, informal or teacher made tests to fill in gaps of skill areas omitted by the test.

Instructional Resources and Procedures

Selecting effective instructional strategies and resources for your students is an ongoing process. All of your students certainly will respond differently to the same tasks and each student's response to the same type and style of task will vary over time. The key to your students' success will be your ability to offer a variety of instructional strategies and materials that match each student's current needs.

As the school year progresses you will learn what style of tasks your students will respond to with success. To hasten that process you should consider offering a variety of input and output modalities for the tasks you present to your students. At the same time you should consider when to vary the type of tasks you present. Types of tasks are generally classified as introductory, practice or application tasks.

When these two ideas on style and types of tasks are viewed together you will have a structure for analyzing the instruction you offer on each objective. This kind of analysis will be especially helpful if students are not making satisfactory progress.

		STYLE OF TASK			
		Input Modalities		Output Modalities	
		Verbal	Nonverbal	Verbal	Nonverbal
TYPE OF TASK	Introductory				
	Practice				
	Application				

When instructional problems persist re-evaluate your program to determine if the following criteria have been met:

- ☐ Assessment data has been interpreted correctly;
- ☐ Short-term objectives adequately cover all goal areas (i.e., meet all the child's needs);
- ☐ Short-term objectives adequately state learner behavior, conditions under which the behavior is to be performed, and criteria for evaluating the objective;
- ☐ Conditions under which behavior is to be performed are relevant to objective;
- ☐ Evaluation criteria are relevant to objective;
- ☐ Short-term objectives are task analyzed into sequential component steps;
- ☐ Pre-requisite skills are identified;
- ☐ Task steps are appropriately sequenced;
- ☐ Instructional strategies and techniques are matched to objectives and task steps;
- ☐ Materials and resources are matched to objectives and task steps;
- ☐ Evaluation strategies are appropriate to objectives and task steps; and
- ☐ Start and end dates are appropriate.

Keeping Records

Instructional decision-making and communicating are the two most important reasons for keeping records of your students' progress. This section provides examples of formats for organizing instructional plans and student data.

Procedures and instruments for keeping and maintaining records are essential. The Individual Education Plan (IEP) is not typically used to collect and record all pertinent data. Rather, the IEP is used to summarize student performance data. Your daily procedures would be more elaborate and may become a part of the IEP by attaching that information to the point.

This is one example of an Instructional Plan for John Smith.
.....

One of John's goals is stated as follows:

1. To improve basic math computational skills with whole numerals using multiplication and division procedures.

Objective #1: Given 25 multiplication problems with whole numerals (1 digit x 1 digit, 1 digit x 2 digits, and 2 digits x 2 digits) and involving the regrouping process for some of the problems, John will compute the answers accurately.
Criterion: 90% on overall test. No less than 80% on each subsection of the test.

Materials/Teaching Strategies: Spectrum Math workbook, teacher made work sheets.

Modeling procedures will be used and the student will practice problems each day until he can do them without teacher assistance.

Evaluation Procedures: Two types of procedures will be used.

1. Daily evaluations will be taken with samples of his work and recordings on a performance chart. These will be kept in John's Math Folder and added to his IEP when completed.
2. A Pre-Post test (teacher made) will be used. The tests will be kept in his folder with the data recorded here on his IIP.

	Date	Score and %
Pre-Test (Mult. section)	9/8/81	15/25 60
Post-Test	(date when given)	(score when completed)

.....

Thus far the example shows you how to develop the objectives and evaluation component of an instructional plan. This information may be kept in a variety of forms. The following is an example of another way to record an instructional plan.

.....

INSTRUCTIONAL PLAN

Student's Name: _____ Date: _____
 School: _____ Subject Area: _____
 Teacher Responsible: _____
 Annual Goal: _____

Short-Term Objectives	Teaching Strategies and Materials	Evaluation Procedures with Summarized Data and Appropriate Dates

Another way to keep records on your students is to combine the task analysis with performance data of each student. A sample performance chart is presented on the following page. When the sequence of skills is completed, you can then enter the post-test data on the IEP. You would then be ready for another short-term math objective. This particular form is used by a school system which has three grading periods with each period having two six week sessions. The teachers attempt to write objectives to cover a six week period.

Record keeping is an essential element of your program. You will be asked to participate in an annual review for each of your students placed in a program for exceptional students. Your ability to explain each student's progress will be enhanced by a well organized record keeping system.

PERFORMANCE CHART

Teacher Mr. Jones

Student John Smith

AREA MATH READING SOCIAL SKILLS

Dates 8/2/81 to _____

Six Week Session: _____ 1st 2nd 3rd 4th 5th 6th

1) 1 digit $\times$ 1 digit: 90% on 3 conc. sheets	+	+	N/ 90														
2) 1 digit $\times$ 2 digits: no regrouping, two training or practice sessions				T	T												
3) 1 digit $\times$ 2 digits: with regrouping, 90% on a 25 item test						T	T	T	T	N/ 90							
4) 2 digit $\times$ 2 digit: with regrouping, 90% on a 25 item test											T	T	T	N/ 93			
5) Post Test																	
6)																	
7)																	
8)																	
9)																	
10)																	

Dates: 8/2 3 4 5 6 8/9 10 11 12 13 8/16 17 18 19

Objective(s): To improve math computational skills: multiplication of whole numerals

KEY: T = Training or Practice Session
 - = Evaluation Check: % scored on bottom
 + = Goal/Skill met
 - = not met

N = Mastery: % indicated on bottom, eg. N/85
 Other: You list below other symbols and meanings if appropriate.

Developing Parent Involvement

Parent involvement in your instructional program is essential for two reasons:

Parents are usually the most concerned and the most knowledgeable about their children, thus they can be of tremendous assistance in providing effective services.

The law--both federal and state (Public Law 94-142 and North Carolina Chapter 927) - requires parental involvement in almost every aspect of special education services.

This section presents information about

- Communicating With Parents
- Parental Support for Instruction

Communicating With Parents

Where do you start? You need to meet your parents. That is a good place to begin. Simply arrange a time to meet with them either at school or at their home. Talk with them in general about their child and your program, however, spend most of your time listening and asking questions about their child.

Once the initial contact is made, there are numerous methods to maintain it--letters, phone calls, conferences, and home visits. Try to remember to keep in touch with each parent on a regular basis. Communicate with them about problems and about good things that have occurred. Consider developing a parent contact book for each of your students and keep it with the IEP. Use it to record any parent contact and to summarize the content of the interaction. This will help to keep you in regular communication with each parent. A possible format for the contact book could look like this:

Student: _____		School year: _____
Teacher: _____		
Date	Type of Contact	Purpose/Results
Key for type of contact and who:		Use two codes for each contact: Type of contact and who initiated it.
HV - Home Visit	TI - Teacher Initiated	
PC - Phone Call	PI - Parent Initiated	
L - Letter	SI - Student Initiated	
Conf. - Conference	OI - Other Initiated	
O - Other		

Much of your contact with parents will probably be through conferences related to the IEP. The following practices⁷ are presented for consideration as a planning tool.

Pre-Conference Planning

- Formulate the objectives to be accomplished.
- Establish time, date, place.
 - Should the child attend?
 - Does the conference schedule fit with the parents' work schedule?
 - Is there adequate time for the conference?

The Actual Conference

- Have needed materials ready.
 - Have copies of the child's work.
 - Have copies for parents when needed.
 - Make sure the parents understand the material.
- Follow-up scheduling of the conference with a phone call.
- Utilize physical settings that invite discussion and exchange of ideas between parent and teacher.
 - Make the setting comfortable.
 - Open to movement.
 - Equipped to deal with the requirements of the conference.
- Prepare yourself attitudinally.
 - Always begin on a positive note.
 - Never criticize, condemn, or complain unless it can be done constructively.
 - Always show sincere appreciation, make the parent feel wanted and important; listen carefully, indicate an interest in the parents' ideas and give genuine responses.

⁷Swick, Flake-Hobson & Raymond. Teaching Exceptional Children, 1980, 12 (4), 144-145.

- Ideas to keep in mind as you conduct the conference.
 - Use the parents' and child's names.
 - Help the parents feel at ease.
 - Avoid using jargon and confusing language.
 - Share the behavioral and academic strengths of the child.
 - Share the child's behavioral and academic weaknesses as determined from testing and observation.
 - Show parents a draft of the goals that you have tentatively established. Postpone the writing of the final IEP until after the parent conference.
 - Ask parents to respond to the goals you have suggested. Then ask them for additional goals or changes they see as appropriate.
 - Have parents place the goals in their order of priority.
 - Give parents suggestions on how they can help their child at home and possibly at school.
 - Try to determine if the parents have special needs.
 - It may be that an interpreter will be needed if the parents are deaf, or that material will need to be Brailled if the parents are blind.

Also you have an important role to play in informing parents of their rights and responsibilities in the education of their child. Public Law 94-142 "The Education of All Handicapped Children Act," 1975 and North Carolina "Rules Governing Programs and Services for Children With Special Needs" describe specific procedures for involving parents. A summary of the laws can be found in the pamphlet "Parent's Guide to Education for Exceptional Children." This pamphlet is available from the Division for Exceptional Children, State Department of Public Instruction, Raleigh, North Carolina 27611.

Remember, the laws are intended to help you too. They provide the structure and impetus for getting parents involved. Parents can be of tremendous help in the development and implementation of a successful program.

Parents of handicapped and gifted children will frequently demonstrate the need for support. They will, with equal frequency, ask for help with their problems. Try to remember that they need to provide for their children 24 hours a day, every day, for in many cases a lifetime. Even under the best of conditions this can be difficult. Parents will seek all kinds of special assistance: Baby-sitting, summer programs, counseling, tutoring, and a variety of other services. You can be of tremendous help to your parents by providing them with various resources. One of those is the Care-Line referral service sponsored by the State Department of Human Resources. Calls to the toll free number (1-800-662-7030) will be

answered with listings of human services available in the state. A few printed materials are described on the next pages. Consult with your principal, supervisor or the Division for Exceptional Children in Raleigh for additional information.

Publications of Special Interest to Parents

<u>Ages</u>	<u>Book</u>
(Birth to Adulthood)	<u>New Directions for Parents of Persons Who Are Retarded.</u> Robert Perske, Abbington Press, 201 8th Ave., So., Nashville, Tenn. 37202 (\$1.95)-- A short book for parents on the different kinds of feelings they may be experiencing and ways of coping.
(Birth to Adulthood)	<u>Parents Speak Out: Views from the Other Side of The Two Way Mirror.</u> Ann P. Turnbull, H. Rutherford Turnbull, III, Charles E. Merrill Publishing Co. A·bell and Howell Company, Columbus, Ohio 43216.
(Pre-school to Adolescence)	<u>Let's Play to Grow: A Program of Play, Fitness and Fun.</u> Joseph P. Kennedy, Jr., Foundation, 1701 K St., N.W., Washington, D.C. 20006 (\$2.50)--An idea kit for the whole family with sport activities for all ages; includes an "I am a Winner" chart.
(Birth to Elementary)	<u>Handling the Young Cerebral Palsied Child at Home.</u> Nancy Finnie, E.P. Dutton & Co., Inc., 201 Park Ave., So., New York, New York 10003 (\$3.50)--An extensive resource book for parents on activities, positioning and feeding tips, teaching ideas.
(Birth to Adulthood)	<u>The Exceptional Parent.</u> A magazine for parents, also has a book division with discount prices. Exceptional Parent, Dept. C.P.O. Box 4944, Manchester, New Hampshire 03108 (\$10.00 per year).

(Birth to
Early
Elementary)

Get a Wiggle On, Move It. Ingham Intermediate School District, Division of Special Education, 2630 W. Howell Rd., Mason, Michigan 48854 (\$2.00 each)--An enjoyable to read guide book for parents of a vision-handicapped child, gives suggestions for making home activities more stimulating and educational for the child.

(Pre-school to
Adolescence)

Living with Children. G.R. Patterson and Elizabeth M. Gullon, Research Press, Illinois 1971 --A programmed instruction book for parents who wish to change behaviors in themselves and their children.

(Elementary to
Junior High)

Prescriptions for Learning: A Parent's Guide to Remedial Home Training. Robert Valett, Fearon Publishers, Palo Alto, Calif. 1971 (\$2.75)--A guide for parents with a child who is learning disabled; provides ways to identify child's existing skills, including making home-made learning aids.

(Pre-school to
Adolescence)

A Handbook for Parents of Gifted and Talented. Jeanne Delp, Ventura County Superintendent of Schools, Ventura, California, 1980 (\$4.95)--Covers identification, cause of neglect of gifted and talented education, and a resource list.

(Pre-school to
Adolescence)

Everyday Enrichment for Gifted Children at Home and School. Herbert Kanigher, Ventura County Superintendent of Schools, Ventura, California. 1977 (\$5.95)--Provides enrichment ideas and projects in art, geography, language, mathematics, music and science.

(Pre-school to
Adolescence)

Oh Dear, Somebody Said "Learning Disabilities!" A Book for Teachers and Parents. Marnell L. Hayes, Academic Therapy Publications, 20 Commercial Blvd., Monrovia, CA 94947, 1975.

(Pre-school to
Adolescence)

The Learning Disabled Child: Ways that Parents Can Help. Suzanne H. Stevens. John F. Blair, Publisher, Winston Salem, N.C., 1980.

Parental Support For Instruction

Once your program of instruction is established, you will be able to start thinking about how parents can participate in the program. Besides helping you with their own children, parents could become active volunteers in your classroom. You will want to be organized enough so that any parent who does volunteer time will have specific tasks to perform. Consider the following possibilities:

- ▶ With specific guidance and structure from you, parents could supplement the academic program at home by helping their child with specific activities designed by you.
- ▶ Parents can reinforce your management system by following through on specific consequences for behaviors that you are trying to change or develop.
- ▶ Parents can perform any "volunteer" activity that you deem appropriate: Grade papers, run off dittos, help supervise field trips, collect data for you, make attractive bulletin boards, organize class parties, and so on. Only your imagination will prevent an activity from being a source of help.

The important point is to involve the parents as much as possible. Not all of the parents will want or be able to give their time; however, that will be all the more reason why you will need to establish a good communication system. Parents can be vital to your success with the students.

Most school systems have specific procedures for involving parents. The principal can inform you of the policies and procedures.

Avoiding Early Burnout

With all of the stress usually associated with being an effective teacher, it will be important that you care for yourself and avoid becoming a victim of the "burnout" syndrome. The syndrome describes a teacher so drained and overwhelmed with the demands of the job he/she finds it difficult to perform at any level of efficiency. This section presents some strategies to avoid early burnout.

There are many ways to avoid early burnout. Here is a partial list of things to consider about yourself and how to avoid "burnout":

- Do not allow your job to take over your entire day. You may need to work some "after" hours, but you need to force yourself to do things not related to your students each day.
- Try to view teaching as a developmental process: You will become an effective teacher in time. The key factor is time, as long as you are willing and you supply the effort. Work at developing good skills and document your progress. You cannot possibly have 8-10 IEP's completely developed, a complete management system, and an excellent recording system all in one week. They will take time to develop. The important point is to keep working on these skills. Monitor your own progress.
- You will be required to do many things that take away from direct instructional activities. Do them as efficiently as possible and move on.
- Your problems, frustrations, worries, and concerns are not totally unique. Each dedicated teacher feels many of the same things. Try to get together on a regular basis with some of your colleagues and be supportive of each other.
- In a positive manner discuss how you can become better teachers and how you can work on solving all of those incredible problems.
- This is most important: ONE NEGATIVE EVENT OR FEELING WILL FAR OUTWEIGH ANY NUMBER OF POSITIVE EVENTS OR FEELINGS. It has actually been documented in research studies that teachers remember and "feel" the effects of negative things far more than positive things. Try not to let this happen. Allow the positive to have at least an equal effect on you. Unfortunately, there is no known way of accomplishing this. Possibly it is simply our "nature" as humans. In any event, please be aware of it and maybe you can develop some techniques to balance the two.

- Try not to do everything at once. Concentrate on quality and doing a little at a time. Plan and organize your time efficiently--even to the extent of planning your planning time.

Finally, read a good book or other resource on teacher "burnout." There are plenty available and they have numerous suggestions on how to become a good teacher over a long period of time. You owe it to yourself and to your students to spend the necessary time taking care of yourself.

Categorical Resources

The second part of this notebook is intended to give you an overview of each handicapping condition as defined by the following categories or labels: Autistic, Gifted and Talented, Hearing Impaired, Mentally Handicapped (which will be divided into three sections - Educable Mentally Handicapped, Trainable Mentally Handicapped, and Severely/Profoundly Mentally Handicapped) Multihandicapped, Orthopedically Impaired, Other Health Impaired, Seriously Emotionally Handicapped, Specific Learning Disabilities, Speech and Language Impaired, and Visually Impaired.

Each overview will include: a definition, checklist(s) of behaviors or traits, considerations for the classroom environment, curriculum resources, support organizations, and training and technical assistance resource for each of the categorical areas. All of the definitions have been taken from Rules Governing Programs and Services for Children with Special Needs, Division for Exceptional Children, State Department of Public Instruction, Raleigh, North Carolina, September 30, 1980. All of the other components under each area are excerpts from a variety of sources. These sources will be cited as they are used.

Part II : Categorical Resources

AUTISTIC

Definition

Autism refers to a severe and chronic developmental disorder that affects communications and behavior. The essential features include disturbances of (a) developmental rate and/or sequences, (b) responses to sensory stimuli, (c) speech, language, and cognitive capacities, and (d) capacities to relate to people, events and objects. Associated features include stereotyped motor patterns and erratic expression of emotions. Most children classified as autistic function at a mentally handicapped level of intellectual development.

Behaviors and Traits

The descriptions of autism vary from one author to the next. However, each description seems to have some common characteristics. Dunlap, Koegel, and Ezel¹ present a brief section on defining autism. A summary of their main points follows:

- Definitions of autism do vary, however, when people refer to autism they are generally describing children who display a majority (but not necessarily all) of the following symptoms:
 - lack of appropriate speech;
 - lack of appropriate social behavior;
 - apparent, but unconfirmed sensory deficit;
 - lack of appropriate play;
 - inappropriate and out-of-context emotional behavior;
 - high rates of stereotyped, repetitive behaviors; and
 - isolated areas of high level functioning in the context of otherwise low level intellectual functioning.
- Frequently it is mentioned that autistic children appear normal physically and oftentimes they are characterized as "cute" and physically attractive. Thus their handicap is viewed as behavioral.
- Most children who are labeled autistic also have been labeled with another type of handicap: brain damaged, emotionally disturbed, mentally retarded, or aphasic.
- Each child who is thought to be autistic should be described by specific behaviors rather than a label since the variety of "autistic" types is tremendous.

Another author, Alan O. Ross², describes the autistic child in terms of "early infantile autism." A summary of his description follows:

¹Dunlap, Koegel, & Ezel. Autistic Children in School. Exceptional Children, April 1979, pp. 552-558.

²Ross, A. O. Psychological Disorders of Children. McGraw-Hill, 1974.

- Parents oftentimes report that their "autistic" child was "different" from the moment of birth and that that child displayed behavioral deficits, that the child acts as if alone and when older this aloneness takes the form of interpersonal behavior:

- social smile is absent
- does not recognize family members
- does not engage in social games

- The child fails to develop appropriate language--a deficiency or gross distortion of speech for purposes of communication.
- Insistence on sameness coupled with a stereotyped preoccupation with a limited number of inanimate objects.
- Medical exams reveal no gross neurological impairment, and physical development is usually normal.
- Most autistic children do not demonstrate all of the above.

Smith and Neisworth characterize autism in a different manner. They place autism under the general category of "withdrawal from reality." Specifically they cite five behavioral traits:

- Severe withdrawal;
- Impairment in or failure to develop emotional relationships with others;
- Often echolalia, i.e., mechanical repetition of words and phrases others say;
- Rigidity, i.e., the maintenance of sameness, oppositions to changes in routine; and
- Perseveration, i.e., monotonous repetition of actions and utterances.

³Smith and Neisworth. The Exceptional Child. McGraw-Hill, 1975.

Thus there are various ways to describe autism. The above are but three of numerous examples; for more in-depth discussion see the sources cited above or consider the following two:

Davison and Neal. Abnormal Psychology. John Wiley and Sons, Inc., 1974.

Kleinmuntz, B. Essentials of Abnormal Psychology. Harper and Row Publishers, 1974.

Classroom Environment

The classroom environment for autistic children will vary depending upon the type of "model" used to explain or describe the handicap. Most models indicate that the problems associated with autism are severe. In the article referred to previously by Dunlap, Koegel, and Ezel the recommendation is made that autistic children be taught (and can be taught) using behavior modification strategies which they contend are well suited to educational settings. The following points about behavior modification strategies are stressed by the authors:

- it offers an applied research methodology that focuses on the educational needs of the children;
- its effectiveness can be determined by objective data rather than subjective impressions;
- it does not blame parents, but instead recruits them for therapeutic endeavors;
- it is based on basic principles of learning that can be taught easily to nonprofessionals, and
- in a very short time it has succeeded in teaching autistic children a wide variety of adaptive behaviors.

Thus, for these authors, the classroom environment would be very structured and would involve systematic use of behavioral techniques. Also the authors indicate that teachers need to do the following in order to prepare themselves for teaching autistic children:

- become acquainted with issues in the contemporary

⁴Op. Cit.

research literature pertaining to specific behaviors
of autistic children; and

- be specially trained in certain empirically evaluated
teaching techniques.

Curriculum Resources

The following bibliography should be helpful for those interested in developing effective programs and curricula for the autistic child.

Bostow, D. E. & Bailey, J. B. Modification of Severe Disruptive and Aggressive Behavior Using Brief Timeout and Reinforcement Procedures. Journal of Applied Behavior Analysis, 1969, 2, 31-38.

Carr, E. G., Schreibman, L., & Lovaas, O. I. Control of Echolalic Speech in Psychotic Children. Journal of Abnormal Child Psychology, 1975, 3, 331-351.

Des Lauriers, A. M. & Carlson, C. F. Your Child is Asleep: Early Infantile Autism, Etiology, Treatment, Parental Influences. Homewood, IL: Dorsey, 1969.

Donnellan, A., Gossage, L. D., LaVigna, G. W., Schuler, A., & Traphagen, J. D. Teaching makes a difference: A guide for developing successful classes for autistic and other severely handicapped children. Teachers Manual. Sacramento, CA: California State Department of Education, 1977.

Available from California Inservice Training for the Severely Handicapped:

Alameda Unified School District
400 Grand Street
Alameda, CA 94501
(415) 521-4411

\$9.00

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Available from Dr. Rookie Hirsch
Advanced Language/Autism Project
Support Services
Special Education
9300 E. Imperial Highway, Room 238
Downey, CA 90242

Free

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Available from H & H Enterprises
Box 1070 A-1
Lawrence, KS 66044 \$4.00 plus \$2.00
postage and handling
- Rosenbaum, M. S., & Breiling, J. The Development and Functional Control of Reading Comprehension Behavior. Journal of Applied Behavior Analysis, 1976, 9, 323-334.
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Wilcox, B., & Thompson, A. (Eds.) Critical Issues in Educating Autistic Children and Youth. Washington, DC: U.S. Department of Education, 1980.
Available from National Society for Children and Adults with Autism
1234 Massachusetts Ave., N.W.
Suite 1017
Washington, DC 20005
(202) 783-0125 \$15.00

Support Organizations

The following organizations are available to assist you with concerns regarding the autistic child.

Closer Look
Box 1942
Washington, D. C. 20013
202/833-4160

National Society for Autistic Children
169 Tampa Avenue
Albany, NY 12208
National Organization with information on the education and welfare of children with severe needs in communication and behavior.

CARE-LINE
800/662-7030
call toll free

North Carolina Society for Autistic
Adults and Children

c/o The current president. The 1981 president is:

Ms. Marie Smith
1413 Northridge Drive
Albamarie, NC 28001
(704) 983-1375

Works directly with treatment center at N.C. Memorial
Hospital, Division TEACCH (Treatment and Education
of Autistic and related Communication Handicapped
Children). Refers and advises parents on services
for their child.

Training and Technical Assistance

North Carolina has five centers and an office of administra-
tion and research to provide training, technical assistance, and
research in the area of autism. Each center has five professional
staff persons to work with parents, educators, and children and
youth. The centers are located as follows:

Division TEACCH
Administration and Research
Dr. Eric Schopler, Director
Dr. Greg Olley, Director of Training
214 Medical School Wing B., 207-H
U.N.C. School of Medicine
Chapel Hill, North Carolina 27514
(919) 966-2174

Piedmont TEACCH Center
Dr. Lee Marcus, Director
505 South Wing
North Carolina Memorial Hospital
Chapel Hill, North Carolina 27514
(919) 966-5156

Eastern TEACCH Center
Dr. Hal Shigley, Director
1900 Charles Street
Stratford Arms Apt., No. 30-B
Greenville, North Carolina 27834
(919) 756-5488

Southeastern TEACCH Center
Jerry Sloan, Director
1516 Market Street
Wilmington, North Carolina 28401
(919) 343-1106

South Central TEACCH Center
Jack Wall, Director
Suite 204, Cole Bldg.
207 Hawthorne Lane
Charlotte, North Carolina
(704) 373-0516

Western TEACCH Center
John Thomas, Director
399 Biltmore Avenue
Asheville, North Carolina 28801
(704) 253-2361

Training and financial assistance is available through a number of resources. At the end of your notebook you will find an application for tuition and fees for courses taken that are needed to help you become certified. Also, you will find detailed information on programs and courses offered (if there are any) at the various Universities and Colleges in the autistic area. For further information please refer to that section of your notebook.

Supportive services for the professional staff. Ongoing support can often be provided by a co-worker in one's local education agency or community, for example, the Coordinator for Exceptional Children's Programs, a fellow teacher, the counselor, principal, or school psychologist. Assistance from persons outside the LEA is available from the Division for Exceptional Children. The Regional Education Centers have a staff to provide technical assistance to local education agencies upon request. Services include assistance in coordinating, identifying and developing services for exceptional children within the region; conducting needs assessments and child find activities; and selecting instructional strategies and materials appropriate for special needs.

In addition, the Division for Exceptional Children in Raleigh has personnel with special training and experience in working with autistic children to provide assistance, upon request, to local education agencies statewide.

Gifted and Talented

Definition

Gifted and talented students are defined as those students who (a) possess demonstrated or potential intellectual, creative or specific academic abilities and (b) need differentiated educational services beyond those being provided by the regular school program in order to realize these potentialities for self and society. A student may possess singularly or in combination these characteristics: general intellectual ability; specific academic aptitude; creative or productive thinking abilities. Identification must be accomplished through multiple means and include assessments of intelligence, achievement, scholastic performance and--in grades K-8 or 9--completion of a teacher recommendation checklist. Procedures for the identification of gifted and talented students are issued by the Division for Exceptional Children and are to be used by all educational agencies.

Identification Procedures

In beginning the identification process, the development of a pool of possible candidates will ensure that white and non-white students with academic, creative, or productive thinking potential are screened to determine the need for formal referral, parental notification/consent for evaluation, and further data collection. The School-Based Committee will collect and review data, determine eligibility for placement, and make its recommendation to the Administrative Placement Committee for final decision. Parental consent for placement and preparation of the student's IEP must be completed prior to actual placement. An annual review of placement and IEP is required and an in-depth reevaluation of identification and placement must occur every three years.

Identification is based upon a student's earning 19 of a possible 23 points. The identification components and point values are explained individually.

Achievement or aptitude test data. A student may receive a maximum of 8 points on standardized achievement or aptitude test data. Total reading or total math scores or a composite score may be used depending on program goals. However, as a child is not necessarily gifted in all academic areas, discretion must be exercised in selection of these data to match the child's area of giftedness--for example, use math scores to assess a child highly gifted in math alone. Each student must be evaluated on his/her area(s) of giftedness and receive service in this area(s).

For students in grades one and two, it is recommended that LEAs use the highest levels of reading and/or math percentiles from statewide testing for screening and administer a standardized achievement test to obtain identification data. At the secondary level, PSAT or SAT data may be used in lieu of statewide achievement data.

Achievement or aptitude percentiles should be converted to these point values:

96% and up	= 8 points
93% - 95%	= 7 points
89% - 92%	= 6 points
85% - 88%	= 5 points
77% - 84%	= 4 points

Intelligence quotient data. An administrative unit has the option of using individual test data or group test data. Individual test data are preferred because they are more discrete. If one of the Wechsler tests is administered, the LEA may wish to use the Verbal

IQ percentile rather than the Full-Scale IQ percentile, especially if the Performance IQ is significantly lower than the Verbal IQ and results in a lower Full-Scale score.

Intelligence quotient percentiles should be converted to these point values:

96% and up = 5 points
93% - 95% = 4 points
89% - 92% = 3 points
85% - 88% = 2 points
77% - 84% = 1 point

Performance data. Grades in a specific subject such as math or an average of academic grades may be used for student evaluation. Grade averages of the past year can be considered and the student can receive a maximum of 5 points. A point scale is found on the student identification profile. In classes not using numerical averages, the School-Based Committee will convert the grading system into percentiles or equate letters to this scale: A=5, B=4, C=3.

If demonstrated ability/interest (such as outstanding science projects, superior creative writing products, etc.) is used rather than grades, this ability should be listed with a brief accompanying explanation (anecdotal records or biographical data). This option will enable a child successful in product production but lacking grade score success to receive consideration for service. Evaluation in demonstrated ability/interest (superior, very good, etc.) will be compared with the average student's performance.

As a student enters high school, more evaluation attention can be given to demonstrated skills and task completion. The LEA may wish to omit the teacher recommendation/checklist and double the number of points received: performance data would then carry a maximum of 10 points.

Recommendations. One of the following checklists or behavioral scales appropriate to the student's grade placement is to be used with all students through grade eight or nine and be included in the placement folder with other test data:

Early Childhood Checklist - grades K-3
the Buncombe Behavioral Characteristics Scale - grades K-3
the Weiss-Guilford Teacher Rating Scale - grades K-3
and 4-12
the Renzulli-Hartman Scale - grades 4-9
the Buncombe Behavioral Characteristics Scale - grades 4-12
the Charlotte-Mecklenburg Behavioral Checklist - grades K-12

Students are evaluated by professional personnel, usually teachers who are familiar with them, on predetermined characteristics of gifted child behavior in the area of ability to learn (academics), motivation and perserverance traits, creativity and productive thinking abilities, and leadership characteristics. Use of these instruments channels teacher opinion along the lines of what is a gifted child and helps to avoid lack of knowledge of desirable characteristics or an opinion that is too open-ended. Use of behavioral scales or checklists will reveal student behaviors in a broader vista than just academics. It is recommended that more than one person rate the student to avoid a single subjective opinion; an average of the personnel rating for the student could be used. Professional personnel need training in the use of scales and checklists to more accurately assess the student's abilities.

Additional data may be gathered and evaluated by the School-Based Committee on prospective gifted students through the collection of anecdotal records or biographical data. These data may give insights into potentials a child may have. Data on the child should be evaluated when compared with average children on a superior 5, very good 4, good 3, average 2, below average 1 point range. If such data are used, these points will be averaged with those from scales and checklists to arrive at no more than the maximum points allowable in the Student Identification Profile sheet, and will be filed in the student's placement folder. Use of these recommendations will provide the School-Based Committee with data on a personal level that may not be generally known.

After grade nine, checklists or scales are not required but may be used if desired.

Maximum points and cutoff score. All students who receive 19 points are to be offered programs and service. An LEA may wish to re-evaluate all students who receive 18 points. If the achievement test or intelligence quotient caused a lack of points, another appropriate test may be substituted. Specific subject area performance data may need to be considered rather than an overall academic average.

At the secondary level, student performance becomes more important and school districts may decide not to use behavioral scales. The point system may be adjusted to either of these two methods:

omit the behavioral scales, double the points for performance to keep the 23 total points, and use the same cutoff and re-evaluation option;

omit the behavioral scales and use 18 total points with 14 points required for placement and 13 points for the re-evaluation option.

STUDENT IDENTIFICATION PROFILE
Sample Form

Student's Name _____
School _____
Grade _____ Age _____
Total Number of Points _____

Indicate points after each item. Add the total number of points earned by a student.

REQUIRED DATA

1) Achievement or Aptitude Test Data:

Test Name _____
Subtest Used _____
Date Given _____
Subtotal (Maximum 8 points)
*

2) Composite of Subtest(s) Percentile Score _____ %

3) Intelligence Quotient Test Data:

Test Name _____
Date Given _____
Percentile Score _____ %
Subtotal (Maximum 5 points)
*

4) Performance Data:

Grades (average or specified subject)
96%+ 90-95% 86-89% 80-85% Below 79%
() () () () ()
or
() () () () ()
Demonstrated Ability Superior Very Good Good Average Below Average

Area _____ Subtotal (Maximum 5 points)
*

OPTIONAL DATA

5) Recommendations: School Personnel

Name of Scale or Checklist _____ points
(Anecdotal Records/Biographical Data points _____)
Subtotal (Maximum 5 points)
*

Recommended Tests/Instruments

I. Intelligence

A. Individual (Preferred)

Sanford-Binet Intelligence Scale (ages 2 and over)
Houghton Mifflin Company

Wechsler Intelligence Scale for Children-Revised
(ages 5-15) Psychological Corporation

Wechsler Preschool and Primary Scale of Intelligence
(ages 4-6.5)

Wechsler Intelligence Scale for Adults (ages 16-)

B. Group

Short Form Test of Academic Aptitude or Test of Cognitive
Skills (K-12) McGraw-Hill

Cognitive Abilities Test (grades K-1, 2-3, 3-12)
Houghton Mifflin Company

Henmon-Nelson Tests of Mental Ability (grades K-2,
3-6, 6-9, 9-12) Houghton Mifflin Company

Kuhlmann-Anderson Test (grades K-1, 2, 3-4, 4-5,
5-7, 7-9, 9-12) Personnel Press

Large-Thorndike Intelligence Tests (grades K-13)
Houghton Mifflin Company

II. Achievement Tests

California Achievement Tests (forms for all grade levels)
CTB/McGraw-Hill

Iowa Tests of Basic Skills (forms for all grade levels)
Houghton Mifflin Company

Metropolitan Achievement Tests (forms for all grade levels)
Psychological Corporation

SRA Achievement Series (grades 1-9)
Science Research Associates, Inc.

Stanford Achievement Test (forms for grades 1.5-9)
Psychological Corporation

Wide Range Achievement Test, Revised (WRAT)
(ages 5-11, 12+) Guidance Associates of Delaware, Inc.

Peabody Individual Achievement Test (PIAT)
American Guidance Services, Inc.

III. Aptitude

Academic Promise Test (grades 6-9) abstract reasoning,
language, numerical, verbal and nonverbal
Psychological Corporation

Differential Aptitude Tests (grades 8-12)
Psychological Corporation

Guilford-Zimmerman Aptitude Survey (grades 9-16)
Sheridan Psychological Services, Inc.

IV. Special Tests to Give Additional Data

S.O.I. Learning Abilities Test
S.O.I. Institute, El Segundo, California
("this is not an intelligence test . . . It is a
test of special learning abilities. . . to form
the foundation cluster for a student's learning
reading and arithmetic." It will help pick out
the able student and is a diagnostic instrument
which can be used individually or in groups. It
is based on Guilford's Structure of Intellect
factors.)

Guilford Creativity Tests for Children (specific IQ tests)
(grades 4-6) Sheridan Psychological Services, Inc.

Torrance Tests of Creative Thinking - Verbal
(grades 4-12) Personnel Press

Torrance Tests of Creative Thinking - Figural
(grades 1-12) Personnel Press
(use Frank Williams shorter key)

Ross Test of Higher Cognitive Processes (grades 4-6)
Academic Therapy Publications
Designed to assess child's higher-level thinking skills; may be administered to groups or to an individual. Can be used as a screening instrument and to assess individual performance.

SOMPA (System of Multicultural Pluralistic Assessment)
Institute for Pluralistic Assessment Research and Training - ages 5-11
This instrument requires special training of the evaluator. It can be used for children who are experientially deprived. Its results may be averaged with other data or used in lieu of other instruments.

Alpha Biographical Inventory (grades 9-12)
Institute for Behavioral Research in Creativity
Salt Lake City, Utah

Biographical Inventory, Form R (grades 9-12)
Keys for creativity in art and music, academics, and leadership 300 items, North Carolina Department of Public Instruction
A 100 item instrument developed from the BI, Form R may be obtained from the Institute for Behavioral Research in Creativity, Salt Lake City

Behaviors and Traits

Many lists exist which describe learning characteristics and behavior traits of the gifted. The list which follows goes a step further, citing concomitant problems which may exist with the characteristic. Remember: a gifted student will not demonstrate every characteristic just as he does not have to be gifted in all academic and creative areas.

Gifted children are generally:

observant, curious and interested in a variety of things.

analytical, mentally evaluative, good guessers and risk takers.

ahead of their peers in vocabulary development and creative in oral and written expression.

rapid learners and have a good memory for facts.

able to deal with abstract ideas, concepts, complex problems and relationships: they are divergent thinkers and frequently generate many responses and solutions.

self-directed workers, preferring independent study and activities.

able to concentrate intensely for long periods of time on a single problem, idea or project.

However, they may be:

gullible: help in exploring questions and seeking answers may be needed.

overly critical and self-critical: critical attitude toward others may lead to rejection by peers.

restricted by their need for appropriate reading materials and their verbal skill may be used as an escape technique.

easily bored with routine and repetition of mastery skills: slower paced teaching or learning styles may be especially frustrating.

unaware of details: they often have the tendency to leap over intermediate steps or, in the case of divergent thinking, the tendency to lose sight of the question or problem.

isolated from other people and ideas: exposure to a variety of interests/ideas/people should not be overlooked.

stubborn and resists interruption.

Gifted children are generally:

However, they may be:

sensitive and empathetic toward others, often seeming more emotionally mature than their peers.

creative thinkers and doers, seeking new ways of doing things.

friendly and outgoing.

hurt when peers or adults fail to exhibit sensitivity or criticize them for their empathy.

skeptical of existing values and social institutions, favoring the unknown in their attempts to create new systems.

too isolated because of their lack of association with a variety of interest/age groups: they need a chance to be both leaders and followers.

The Classroom Environment

The following information describes varying types of service delivery in the form of a continuum model. Generally, the more highly gifted the child, the more direct service is needed. Local educational agencies may find one level on the continuum appropriate for most identified children in certain grades and another level more appropriate at other grades. They may also find that children in the same grade may need different levels with placement being determined by the individual needs of the child.

Level I: The regular classroom. The regular classroom is appropriate for some gifted and talented children when accompanied by several required factors: identification and due process placement procedures including written parental permission; development of the IEP to be carried out by the regular teacher; a differentiated curriculum tailored to offer challenge to each student; and positive, measurable student growth in both cognitive and affective areas. In addition, a strong staff development program is needed to enable teachers to work with this population. Early childhood programs that are well developed and operating effectively in an open, individualized environment can offer this option. The keys are staff development, teacher understanding of the special needs of the gifted child, and teacher flexibility. Principals may wish to cluster their gifted children in several classes to offer the stimulation of like peers.

Level II: The regular classroom with supportive service. Many gifted/talented children need more support directly or indirectly than they can receive in Level I. If the service is indirect, a support teacher may work with the regular teacher, bringing in additional materials, ideas, teaching strategies, and curricula, to upgrade the regular teacher's skills in working with the identified child. The child may need to receive, however, direct service (an enrichment teacher, a parent volunteer, an aide, a diagnostic-prescriptive teacher) either in the class or outside the class for one or more hours per week. The instruction under these circumstances is supplementary to regular class instruction. Many LEA's utilize this level in enrichment/resource teacher programs. The level, when properly implemented, could provide programs and services at grades K through 8.

Level III: The part-time special class. The child is placed in a special class for a set period(s) every day. Here the special teacher gives the class its primary instruction with no outside human support; the students are homogeneously grouped by ability. The class may be a period or a block of periods. Within the class will

be various ability and interest levels which require large and small group instruction and independent study. Ethnic composition is quite important, especially if the course is a required one. Physics, third or fourth year foreign language, an alternative school program such as an internship in professional areas, Advanced Placement classes, a language arts-social studies or a math-science block are program examples at this level. This use would be most appropriate beginning at the middle grades level through senior high school. Secondary honors classes are foundations for the Advanced Placement Program, primarily taught at the eleventh and twelfth grades, the capstone of a gifted and talented sequential program.

Level IV: Full-time special class. Children are placed full time at this point on the continuum with like peers. Due to the shortage of resources coupled with the philosophy that gifted and talented children need to be with unlike peers for their own emotional and social growth, this placement lends itself to question. Students should be placed elsewhere unless specific reasons would justify self-contained placement such as a program for selected highly gifted students. Even with justification, like peers should be scheduled with others for the non-basic subject program. These classes generally appear in the elementary grades.

Level V: Special day schools. This level could represent the Saturday enrichment programs for the gifted and talented or local summer programs. Several colleges/universities have used instructional personnel from the host institution along with parents to provide a variety of enrichment options for students. As a rule, a nominal fee is charged to defray actual supply costs. Increasingly, LEA's are offering summer morning programs. Generally regular faculty work in these. Some programs at this level may be coordinated with teacher training activities. This service could be for any grade/age level and offers opportunities for creativity frequently not seen in regular classes.

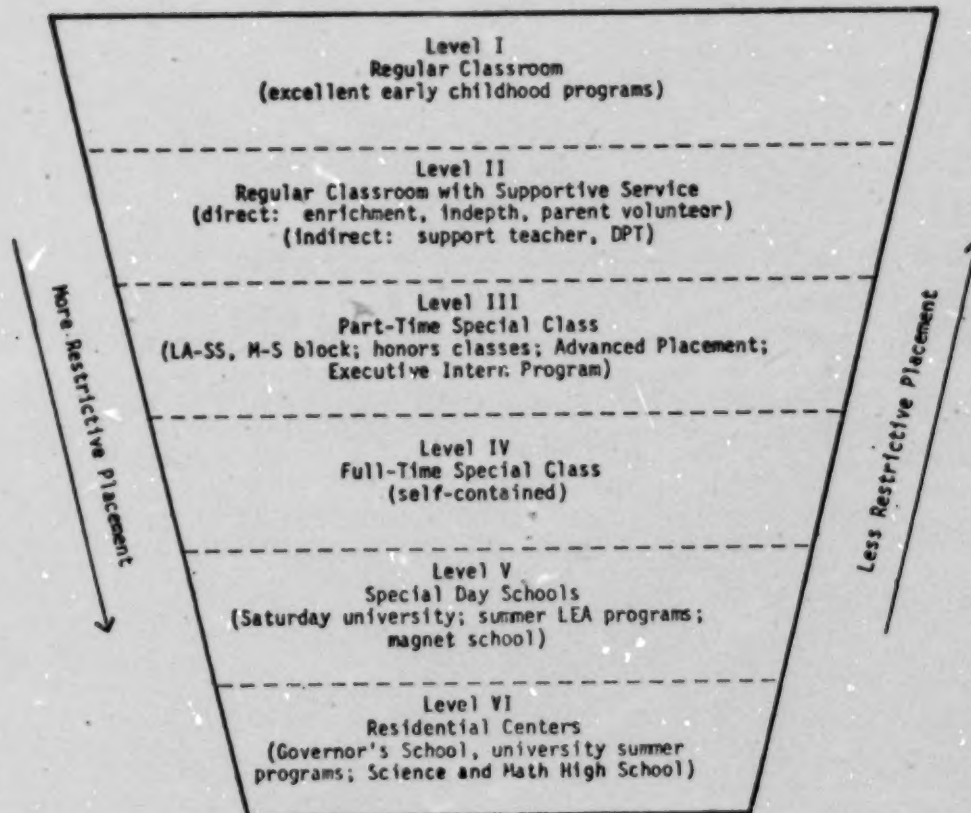
Another alternative at this level could be a magnet school which draws students from the whole district. This special school could serve highly gifted youngsters and frequently is located in separate quarters away from regular classes.

Level VI: Residential centers. This level is provided in the summer and is primarily, except for the state-supported Governor's Schools of North Carolina, privately operated by universities. Tuition and living expenses must be charged to cover faculty and staff salaries and room and board. These programs are highly selective and are self-contained in a residential setting for various number of weeks, generally two to six weeks. Frequently social and emotional gains outweigh academic or creative gains. This level exists from grade five; inclusion of young fifth graders should be coupled with student maturity.

The North Carolina School of Science and Mathematics is a highly selective residential year-round program at the secondary level.

Administrators and teachers using a well planned and implemented program will recognize that flexibility in student placement is vital. If a child is not functioning at his potential, his placement should be reviewed and reassignments made. Note that breaks appear in the model to indicate the flexibility to move a student from one level to another as needed.

GT CASCADE OF PROGRAMS/SERVICES MODEL



Special attention should be given to gifted children who may be handicapped. A child's giftedness should be maximized and the handicap accommodated, not vice versa.

In developing a plan which is both comprehensive and sequential, administrators in a local school system will find these important steps helpful:

- ▷ evaluate existing LEA programs--what is already operational;
- ▷ research program alternatives and ideas in the literature and by on-site visits;
- ▷ form a planning task force composed of administrators, teachers, parents, university personnel, students--use SDPI personnel and other consultants;
- ▷ determine the program desired K-12 to meet the full service mandate--develop a plan with short range and long range goals;
- ▷ identify, evaluate and place gifted and talented students according to the SBE rules and regulations;
- ▷ simultaneously plan staff development activities to meet the program and child needs and certification criteria;
- ▷ develop an evaluation procedure to determine program accountability.

Assistance in comprehensive program planning can be obtained from the Division for Exceptional Children's regional coordinators and consultants in the gifted and talented program.

Teaching strategies. Those who teach gifted children need a classroom environment that encourages and fosters creativity. The following checklist¹ may aid you in establishing a positive learning environment when working with the gifted and checking how thoroughly you have learned to teach for creativity. It includes direct classroom strategies, indirect attitude-forming strategies, and a reminder

¹Williams, Frank, Direct and Indirect Teaching Strategies. Instructors. December, 1971.

list of the characteristics that mark highly creative children. Keep this list (or make up one of your own) and rate yourself at regular intervals.

DIRECT TEACHING STRATEGIES

- I use colorful, vocabulary-stretching language in talking with children.
- I choose read-aloud material of many different kinds, moods, and vocabularies.
- I sometimes stop in mid-story to ask, "What do you think happens next?"
- I make sure that the child learns words that are significant to him and that he can use to express his own feelings.
- I praise rather than criticize a beginner's reading and writing efforts, leaving the correction of errors for later.
- I am patient in encouraging children to express their ideas, no matter how tenuous the thought or hesitant the expression.
- I help children look at everyday objects and events with a fresh eye.
- I allow children time to tell me about new experiences in their own way.
- I furnish places where a child can retire to read, look, experiment, manipulate, contemplate, and dream; and I give him time to do it.
- I provide opportunities for pupils to meet people who are different from themselves.
- I take my students outside the classroom and the school on trips of various natures, durations, and purposes.
- I see to it that children experience beauty so they may learn to appreciate it and try to emulate it in their self-expression.
- I allow opportunities for pupils to plan both curricular and extra-curricular events.

- I introduce my pupils to examples of varied life-styles, adult occupations and leisure activities, and adult accomplishments.
- I arrange for children to experience professional productions in art, music, drama.
- I furnish activities on several levels of difficulty, letting a child choose his level but encouraging him to stretch.
- I stimulate children to engage in experiences in estimating, predicting, measuring, discriminating, and categorizing.
- I have children express in other media the emotions aroused by pictures, stories, or music.
- I do not furnish answers to children, thus robbing them of learning opportunities.
- I start stories "Just suppose that. . .," and let the children stretch their imaginations in interesting hypothetical situations.
- I show children how to express themselves in as many ways as possible: telling and writing stories, playing roles, singing, dancing, painting and so on.
- I encourage children to look at situations from viewpoints other than their own.
- I help children become aware of all their senses.
- I allow children as much time as possible to follow their own interests.
- I strike a balance between fantasy and reality in the material I present to pupils.
- I make time for children to discuss problems that concern them, giving them practice in seeking alternative creative solutions.

INDIRECT STRATEGIES

- I maintain an inquiring mental attitude.
- I provide a psychological climate free from excessive competition, anxiety, and coercion, either physical, social, or emotional.
- I allow children to venture freely from the safe environment, knowing they can return.
- I don't profess to know all the answers, and I demonstrate my willingness to explore many possible solutions.
- I make sure my pupils understand that in return for being able to make choices, they must accept responsibility.
- I show children that facts have little value without the skills to organize and apply them.
- I try to understand the viewpoint of each child even when I "know" he's wrong.
- I feel and act confident of each child's ability to take responsible and appropriate action in school situations.
- I demonstrate that I value children's questions, ideas, and imaginings.
- I use consistent and predictable discipline so children understand what behavior is expected of them.
- I recognize that children develop at different rates and sometimes experience periods of stress; so I do not become anxious.
- I talk to parents about giving children opportunities to explore and create.
- I express my approval when other teachers encourage creativity with their classes.
- I respect creativity wherever found.

Curriculum Resources

A good place to start when thinking about curriculum concerns is with the student's Individual Education Plan (IEP). Gifted students by definition receive program placement based on strengths--i.e., above grade level on achievement tests, high test scores, superior demonstrated performance, etc. IEP's for the gifted will reflect strengths in advanced content courses or processes; many of the IEP's under these circumstances will be similar for children in the same course/class. However, all identified and placed gifted children will not be at the same level of advanced performance--here IEP's for individuals in the same class differ. If remediation in some area is needed and the child is receiving only part-time service from the gifted and talented teacher, this remediation should occur in the regular classroom and be done by the regular teacher. However, if a student is with the gifted and talented teacher all the time (self-contained or a secondary content course), any special needs will be addressed by the gifted and talented teacher since the child receives service from only the special teacher.

Teachers of the gifted and talented who are elementary enrichment teachers or have a full teaching load at the secondary level may have well over one hundred different students per week. Due to the number of IEP's to prepare coupled with like content, these teachers can write the basic IEP and request that the parents of students in a particular class come for a joint meeting. The IEP's can be distributed, the program goals, objectives and evaluation explained, and parents invited to add other ideas prior to giving their written approval. Space/paper should be provided for parental input. This input will be added to the child's plan. Regular teachers who have participated in IEP preparation would need to attend the meeting also. Should a parent object to the group procedure or to the child's IEP, the teacher and School-Based Committee will provide an individual meeting with the parent(s) to resolve the differences.

Only one IEP should be written per child; however, the IEP may address several long range goals and/or content areas with accompanying short range objectives, etc. This could vary between primary, elementary and secondary level students. For example, the IEP for an elementary level child could address an enrichment program offering service for several hours per week which is built upon the Raths and Wasserman thinking operations.

When a gifted child receives only enrichment and part-time service and returns to the regular class for the majority of the week's educational program, most likely the regular teacher will find the necessity of differentiating the regular curriculum for the special child in one or more subject areas depending on the child's strengths. Therefore, the regular teacher will be expected to provide service to the child in the regular class, and this special service should be

reflected in the IEP. An example of this would be a gifted child in grade four reading on a grade eight level and being placed in an enrichment program two hours a week. The IEP would address the enrichment program and be prepared by the special teacher; the child's reading program goal and objectives would be written by the regular teacher and incorporated into the IEP. The special teacher could cooperate with the regular teacher in preparing this part of the IEP and could lend support as to materials, teaching strategies, etc. in order to offer an appropriate program to the child.

Special attention needs to be given to differentiate an IEP for a handicapped gifted child who might require large print books, special seating, etc. as a part of the service being given. Reference to this service could appear as another objective to an existing goal or become an additional goal.

Identified gifted students who remain full time in the regular classroom, in grades K-2 for example, with all service being provided by the regular teacher, will still require an IEP. The IEP would follow the procedures stated in Rules . . . , would be primarily prepared by the regular teacher who would implement it, and would state how and where the child's program is different from that of the majority of the class. Serving an eligible gifted child in the regular classroom does not absolve preparation and implementation of the IEP. Evaluation of the service is especially acute in this setting so that appropriate education will be assured.

A factor needing attention concerns the change of teachers which may occur each year, especially at the secondary level. When possible the receiving teacher can consult with the present teacher in the spring or they could work together during the non-teaching days to ensure IEP preparation prior to service. It would be helpful for the first and subsequent IEP's to be filed cumulatively to give a sequential profile of service on each identified student.

In summary, the IEP for gifted students differs from those of other special needs children in these ways:

- It addresses further development of advanced strengths.
- It may be concerned primarily with upper level abstractions, thinking operations and/or advanced content areas.
- It may reflect a high ratio of students to a teacher.
- Specificity becomes more difficult if teachers change yearly.
- Joint parent sessions, if desired, may be used.
- It may reflect similarities among students in the same class, but differentiation occurs based on degrees of high ability, student interest and parental input.

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Most of the sources in this bibliography are available at each regional center and should help you develop an exciting program through a stimulating and flexible curriculum.

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DEC PUBLICATIONS

These booklets were written by and for teachers. Make checks payable to the State Board of Education and order directly from:

Publications Division
State Department of Public Instruction
Box 352, Education Building
Raleigh, NC 27611

Educating for the Future: 21st Century Teaching
An Identification Model for Gifted and Talented
Itinerant Resource Teachers for Gifted and Talented
Teaching and Learning Creatively

To further supplement your resources, consider the following summer residential programs which are available in North Carolina for gifted and talented children. You will need to contact each for specific information regarding dates, application forms, costs, and age/grade levels.

SUMMER PROGRAMS FOR THE GIFTED AND TALENTED (ACADEMICS AND ARTS)

Brevard College Summer School in the Creative Arts,
Brevard, NC 28712 - secondary
Dr. John Upchurch (704) 883-8292

Camp Broadstone - Appalachian State University
Boone, NC 28608 - grades 5 through 8
Dr. Art Cross (704) 262-2182

Cullowhee Experience - Western Carolina University
Cullowhee, NC 28723 - grades 5 through 10
Dr. Mil Clark (704) 293-7326

Gardner-Webb College Program for the Gifted
Boiling Springs, NC 28017
Junior High
Dr. Robert Morris (704) 434-2361

Governor's Schools of North Carolina
Division for Exceptional Children,
Department of Public Instruction
(919) 733-3004 or
Administrative Assistant (919) 725-8761
secondary - nominations through local superintendents
and private headmasters only - State supported

Junior High Science Program
East Carolina University
Greenville, NC 27834
Dr. Floyd Mattheis (919) 757-6736

Mars Hill College Summer Scholastics and Arts Program
Mars Hill, NC 28754 - grades 5 through 10
Dr. Smith Goodrum (704) 689-1204

North Carolina School of the Arts
Winston-Salem, NC 27107 - Secondary
Dr. Robert Suderburg (919) 784-7170

Sacred Heart College Summer Program
Belmont, NC 28012 - grades 5 through 8
Dr. Des Phillips (704) 825-5146 ex. 217

Southern Piedmont Educational Consortium's
Summer Leadership Programs located at
Catawba, Pfeiffer and Wingate Colleges
Secondary
Reed Furr (704) 983-2126

Appalachian State University
Boone, NC 28608 - secondary science
Dr. John Tashner (704) 262-2000

As a final resource, the following information is offered especially for parents and provides them with developmental and learning characteristics, a summary of the service delivery continuum, suggestions for being a gifted parent, and a bibliography. You may want to share these pages with them.

A Guide for Parents of Gifted and Talented Children

Definition: what is a gifted child? The North Carolina State Department of Public Instruction, Division for Exceptional Children, defines a gifted and talented child in terms of his abilities and his special educational needs. A gifted and talented student is defined as one who possesses "demonstrated or potential intellectual, creative or specific academic abilities and needs differentiated educational services beyond those being provided by the regular school program in order to realize these potentialities for self and society." He possesses singularly or in combination these characteristics: general intellectual ability in many subject areas, specific academic aptitude in one subject area, creative or productive thinking abilities. Identification of these students must be accomplished by multiple means which include but are not limited to standardized test scores, superior ability in one or more academic areas, teacher/peer/parent nominations, creativity tests, anecdotal records, biographical data, behavioral scales or checklists. The terms "gifted and talented," "GT," and "academically talented" are often used synonymously. North Carolina's definition parallels that of the U.S. Office of Education, Office of Gifted and Talented, and the identification criteria reflects this State's emphasis on academically gifted and talented students.

Characteristics: is your child gifted? Gifted children are generally inquisitive, imaginative, mentally alert, and analytical. A child may be gifted in one academic area or in a combination of areas that include academic, physical, and social skills. The stereotype of the gifted child as a shy, physically frail, spectacled bookworm is a misrepresentation. For every such gifted child there are numerous other gifted children who are outgoing, healthy, and socially energetic individuals. From the moment a child is born, he is special, and many times parents interpret this specialness as "gifted." The

use of a checklist which pinpoints characteristics of a gifted child frequently helps the parents decide whether their child is special because he is theirs or special because he seems to have many of the characteristics of a gifted child. The following questions frequently appear on early childhood checklists.

- ▶ Did your child walk and talk earlier than his peers?
- ▶ Does your child have and use a more extensive vocabulary than his peers? Does he prefer adult tasks and company to childish games or peers?
- ▶ Does your child have an especially good memory?
- ▶ Does your child enjoy complicated things--games, puzzles, etc.--that require concentration and reasoning?
- ▶ Did your child show an early interest and ability in reading and/or mathematics?
- ▶ Does your child ask many questions, especially concerning "how" and "why"?
- ▶ Does your child have a vivid and creative imagination?
- ▶ Is your child a logical thinker: does he plan and organize?
- ▶ Does your child have a long attention span?
- ▶ Does your child have a sense of humor that seems more adult than his peers--that includes puns, irony, satire?

The developmental characteristics of the gifted child emerge in infancy and early childhood. He performs the usual developmental tasks (walking, talking, learning body control, relating emotionally to others, conscience development) but generally performs them sooner than an average child. He often emerges as the organizer within his peer group and is an explorer emotionally, physically and mentally due to his curiosity.

The years of middle childhood are the time for skills development: physical coordination, reading/writing/mathematical skills, independence, social attitudes and relations. During these years, the gifted child becomes more sophisticated in his questioning/exploring skills. His curiosity is stimulated by media, fantasy and the real world, and he will frequently develop particular hobbies or talents as extensions of his curiosity. Socially the gifted child needs to be with friends

of his own age who are bright. He will be quick to emulate adolescent fads and fashions but will sometimes feel isolated and frustrated as he becomes more aware of how truly "different" he is. The highly gifted child often experiences an even greater awareness of being different than his peers.

The adolescent years are a time when most children are becoming adults physiologically, emotionally, attitudinally, and socially. The gifted child, however, often reaches these stages of development before he is chronologically an adolescent. The teenage gifted child needs parental support and encouragement more than ever. Even though he relates well to adults, his sense of isolation from his peers may become increasingly important to him. As a result, his intellectual interests may take second place to his desire to socially "fit in" to the extent that he hides his abilities and talents, adopts poor study habits, and makes poor grades. In some cases, he will double his intellectual interests, living up to his non-conformist label of "different." One of his hardest problems is how to be a part of his society without sacrificing his intellectual interests and talents.

The school's role: how are gifted children served? If you suspect your child is gifted, your first step is to refer your child to a teacher, principal, or coordinator of special programs in your local educational agency (LEA). He will then be assessed according to State criteria for gifted children and the results of the assessment will be explained to you. If your child is identified as gifted, an individualized education plan (IEP) will be developed for that school year. You will be given the opportunity to participate in the development of the goals and objectives of the IEP and both it and your child's performance will be reviewed at least annually.

Legislative mandate requires a K-12 program of services for GT students. This "program," however, can vary from school to school depending on teacher resources and/or grade level.

Frequently the identified K-2 students remain in the regular classroom. They may spend some time with the GT resource teacher daily or weekly or may work only with the regular teacher who is responsible for implementing the IEP. The learning activities within the primary classroom--from the basic skills to enrichment--frequently meet the needs of the enrolled students.

Students in the elementary grades are frequently clustered in their regular classes and meet with the GT resource teacher for one or more hours weekly for enrichment/thinking skills activities. As they reach middle school/junior high/high school, GT students are usually placed in subject area classes with GT classmates or clustered in advanced subject area classes with high achieving students. These classes may be designated as "advanced," "honors," "Advanced Placement," etc., but the designation itself is not as important as the

type of learning and thinking that occurs within that academic setting.

Your awareness of the program of services in your school system is especially important. If the provisions for a K-12 GT program do not seem adequate, talk to your local coordinator of special programs and the principal. Be sure that you have all the facts about the program your child is participating in.

The parent's role: are you a gifted parent? As the parent of a gifted child, you are faced with the challenge of being a gifted parent. Several suggestions may make this challenge a little less monumental.

- ▷ Accept the fact that your child is gifted, but don't use his giftedness for your own prestige.
- ▷ Communicate with your child. He has questions, fears, frustrations and dreams. Listen to his problems and sympathize with his frustrations. Talk to him parent to child, friend to friend.
- ▷ Encourage him to explore new ideas, to find answers to his questions and to accept himself.
- ▷ Remember that he is your child and happens to be gifted: give him responsibilities around the home and let him share in the planning and decision making. Discipline him appropriately: giftedness is not a license for misbehavior.
- ▷ Be an explorer with your child: visit museums and historical sites; attend concerts and plays; go to old and new places; talk together about what you see.
- ▷ Answer his questions but help him find the answers that you don't know. Be honest with him when you are unsure of the answer. Let him find some of the answers himself: the search is a worthwhile experience.
- ▷ Allow your child to do what he says he can do. This may mean that he makes a few mistakes, but this too is a learning experience.
- ▷ Don't expect your child to be gifted at all times or in all things. He may prefer reading non-fiction to playing football; she may prefer collecting bugs to baking cookies. Let your child be the unique child that he is.

- ▷ Allow your child to make a career choice in his own time and way. Your dream of "my child, the brain surgeon/college professor/chemical engineer/bank president" is your dream. Your child will probably change career goals several times before he completes school.
- ▷ Get to know your child's teachers. Offer to help in the school. Join (or help organize) a local chapter of PAGE (Parents for the Advancement of Gifted Education).

"Awareness" is perhaps the key to being a truly gifted parent. As your child grows, you will grow in your knowledge of just what giftedness encompasses: the characteristics, the needs, the frustrations and the potential. You as a parent can provide the encouragement and understanding that will motivate your child to make the best use of his gifts and talents. Your child has a limitless potential as a future leader within his community, state, nation, world, universe. You have the opportunity of stimulating and sharing in the development of that potential.

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Support Organizations

The following organizations are available to you for various types of support and assistance with the gifted.

National Association for Gifted Children

National Association for Gifted Children
Route 5, Box 630 A
Hot Springs, Arkansas 71901
501/767-2669

A professional organization with membership open to parents, NAGC conducts inservice training and consultation services for schools. The organization also holds an annual conference and publishes The Gifted Child Quarterly.

National Clearinghouse for the Gifted and Talented

National Clearinghouse for the Gifted and Talented
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
703/620-3660 Toll free number 800/336-3728

The clearinghouse acquires, synthesizes, and disseminates information relevant to the education of the gifted and talented.

National/State Leadership Training Institute on the
Gifted and Talented

National/State Leadership Training Institute
on the Gifted and Talented
316 West Second Street, Suite 708
Los Angeles, California 90012
213/489-7470

This federally funded program aims to provide leadership training and technical assistance to the education of gifted and talented, primarily through state education agencies.

North Carolina Association for the Gifted and Talented

North Carolina Association for the Gifted and Talented
P.O. Box 10932
Raleigh, North Carolina 27605

NCAGT is a professional organization designed to help promote gifted education in North Carolina.

Parents for the Advancement of Gifted Education

Parents for the Advancement of Gifted Education
Dr. Leroy Martin, State Coordinator
5015 Glenwood Avenue
Raleigh, North Carolina 27612
919/737-2516

PAGE is a North Carolina based organization which is for parents and others vitally concerned with improvement of education for the gifted and talented.

The Association for the Gifted

The Association for the Gifted (TAG)
1920 Association Drive
Reston, Virginia 22091
202/620-3660 Toll free number 800/336-3728

TAG is an affiliate of the Council for Exceptional Children and membership in CEC is required to join TAG. TAG is intended to further the education of gifted and talented individuals through dissemination of information, encouragement of research and training for teachers and advancement of standards for professional training school programs. A journal, Education of the Gifted, is produced quarterly during an academic year.

Training and Technical Assistance

Training and technical assistance is available through a number of resources. In the appendix of the notebook you will find an application for tuition and fees for courses taken that are needed to help you become certified. Also, you will find detailed information on programs and courses offered at the various Universities and Colleges in the gifted and talented area. For further information, please refer to that section of the notebook.

A general fact sheet has been prepared on teacher certification in the area of gifted and talented. It is presented here in question and answer form for your information.

What is required for a teacher to be certified in GT?

First of all a teacher must have a valid A or G teaching certificate to which the GT endorsement/certification can be added.

Endorsement/certification requires eighteen (18) semester hours of coursework: six (6) semester hours in the general area of exceptional education and twelve (12) semester hours in the area of gifted education.

How long does a teacher have to complete certification requirements?

Once a teacher begins working with one or more classes of GT students regardless of funding sources, he/she has three years to complete certification requirements. Provisional certification is granted for this time period, providing the teacher is earning a minimum of six semester hours per year toward certification.

Where can coursework be obtained?

Coursework may be taken through these ways: at colleges or universities offering approved GT courses; in prior-approved special study institutes; in prior-approved LEA or regional workshops; in SDPI-approved independent study set up through colleges or universities.

A number of colleges and universities in North Carolina offer coursework, and the interested teacher should contact that institution for specific information.

Can any already-completed education courses (undergraduate or graduate level) count toward GT certification?

Many teachers find that courses already on their transcripts in psychology, learning theories, tests and measurements, etc. will apply toward the required hours in adding the endorsement. If you are teaching gifted students and pursuing certification, you may request an evaluation of your transcript based on requirements for GT certification.

Be sure to include your teaching certificate number, your Social Security number, and your name as it appears on your certificate when you contact the Division of Teacher Education Standards. You will be notified as to the number of hours needed in the general area and in the GT area.

At which colleges can a person gain an undergraduate degree with the GT certification on it?

At present, St. Andrews Presbyterian College, Mars Hill College and Lenoir Rhyne have approved undergraduate endorsement programs. You will graduate with certification in an area or discipline such as early childhood, middle grades, science, math, etc. but can fulfill the endorsement requirements prior to graduation.

Supportive services for the professional staff. Ongoing support can often be provided by a co-worker in one's local education agency or community, for example, the Coordinator for Exceptional Children's Programs, a fellow teacher, the counselor, principal or school psychologist. Assistance from persons outside the LEA is available from the Division for Exceptional Children. The Regional Education Centers have a staff to provide technical assistance to local education agencies upon request. Services include assistance in coordinating, identifying and developing services for exceptional children within the region; conducting needs assessments and child find activities; and selecting instructional strategies and materials appropriate for special needs.

In addition, the Division for Exceptional Children in Raleigh has personnel with special training and experience in working with gifted and talented students to provide assistance, upon request, to local educational agencies statewide.

Hearing Impaired

Definition

Hearing impaired children are those with hearing losses which are handicapping educationally and developmentally. The term "hearing impaired" is a generic term that includes both hard of hearing and deaf children. Hard of hearing children are those whose hearing is defective but still functional, with or without a hearing aid, for the ordinary purposes of life. Deaf children are those whose hearing is not functional for the ordinary purposes of life.

Behaviors and Traits

The following list represents behavioral patterns of children which may help to identify possible hearing losses.

The child complains of tinnitus (noises in the head), ringing in the ears or stuffiness in the ears.

The child has tenderness, itching, heat or pain about the ears.

The child has a medical history of middle ear infections or has moisture or a discharge from the ear.

The child has a deformity or swelling in or about the ear.

The child exhibits any sudden change in attitude or response--especially after illness.

The child frequently requests to have words, dictations or assignments repeated.

The child does not respond to direct commands.

The child seems unaware or unsure of class direction and activities.

The child responds only when looking at the speaker.

The child is unable to hear conversation in a group and indicates this by frowning, straining forward, or paying no attention.

The child turns or tilts one ear toward the speaker.

The child is unable to locate the direction from which the sound comes.

The child has articulation problems, especially with s, ch, sh, z. He mispronounces simple words and speaks with a monotonous or abnormally pitched voice.

The child shows signs of weariness or fatigue early in the day.

The child seems withdrawn socially and has little interaction with his or her peers. Emotional instability, unexplained irritability, timidity, marked introversion or super-sensitivity may be present.

The child complains of dizziness (vertigo) or has poor balance.

The child performs very differently on verbal tests and activities than on non-verbal ones.

The child avoids or performs poorly in verbal or written activities.

The child's written language indicates omissions, transpositions, additions of words, confused syntax, little knowledge of sentence patterns and limited vocabulary.

The child has siblings, parents, or other relatives known to have a hearing impairment.

The child has other handicapping conditions.

The child's medical history indicates premature birth, meningitis, Rh incompatibility in parents, maternal rubella or any of the other maladies known to cause hearing impairments.

The child performs poorly in activities involving perception, discrimination or acuity.

Other characteristics and traits of hearing impaired children can be found in Hallahan and Kauffman's "Exceptional Children" (Prentice-Hall, 1978). Their chapter on the hearing impaired has useful information on a number of topics.

Classroom Environment

The classroom environment will vary depending on the type of model or program used to deliver services to the hearing impaired child. The following information will indicate equipment that you may need.

Classroom Amplification Systems (radio-type)

Auditory Training System:

- individual student receivers
- teacher microphones/transmitters
- ear molds, transducers and cords
- oscillators
- unit chargers
- body belts/harnesses for receivers
- battery tester and testing stethoscope
(used to monitor auditory training system's performance)

Extra batteries, cords, and loaner aids for individual use

Battery tester and hearing aid stethoscope

Language Master (card reader) with blank cards

Tape recorder (high quality)
record reading stories
record directions to new math problems
record new vocabulary
auditory training activities

Record player with high quality headphones (extension bar
may be desired for group listening activities)
records (popular songs, for example)
books-on-records with accompanying books
seasonal songs, children's literature, poems, etc.
follow-the-direction games, etc.

PAL machine, Systems 80, or other visual-reinforcing
programs (not necessary, but useful for some learners)

Videoarticulator (not necessary, but can be helpful with
profoundly impaired children)

Hearing aid maintenance kit (cotton balls and swabs, pipe
cleaners, mild soap, pencil erasers, and a forced air ear-
mold cleaner or empty plastic bottle with small tubal open-
ing (as a glue or eye-drop bottle)

Speech mirror

The classroom teacher can do many things to help improve the
learning environment for those children with hearing impairments.
Consider the following suggestions to help improve the overall
classroom environment.

General suggestions for classroom management of the child with
impaired hearing. The child with impaired hearing LISTENS WITH HIS
EYES AS WELL AS WITH HIS EARS.

- Assign the child a seat not more than 5 to 10 feet from
the teacher. The pupil can speech read best at this dis-
tance as well as make better use of his residual hearing.
- Allow the child to find the seat most favorable for speech
reading and hearing with efficiency and ease. Thus, he is
better able to maintain contact with all class activities.

- Flexibility in seating arrangement, movable desks, table and group arrangements enable the child to observe and actively participate in class activities.
- Ask the child an occasional question related to the subject under discussion to make certain that he is following the discussion and understands it.
- Encourage the child to ask to have statements repeated when he does not understand what has been said. If the child fails to understand what has been repeated, rephrase the question or statement. Certain words are not easily recognized by speech reading. By using a substitute word, the intended meaning can be more readily conveyed.
- It is desirable to have the child read ahead on a subject to be discussed in class so that he can become familiar with the vocabulary. Thus he is better able to follow and participate in the discussion.
- Before discussing new material, it is extremely helpful to place a list of words comprising the key vocabulary of the material on the chalkboard. Try to build the discussion around this key vocabulary.
- To help the child follow instructions accurately, assignments should be written on the board so that he can copy them in a notebook used for this purpose. Give responsibility to a classmate who would make certain that the child is acquainted with all assignments made during the day.
- Encourage active interest and participation in expressive activities such as reading, conversation, storytelling and creative dramatics. Reading is especially important to the child. Information and knowledge gained through reading help compensate for what the child may miss because of his hearing defect.
- Teachers should remember that a child with impaired hearing is fatigued more readily than other children because of the continuous strain resulting from his efforts to keep up with and compete in classroom activities. This should be kept in mind when making individual assignments in projects and related classroom activities. However, he should be expected to complete regular class assignments.

- As with other children having sensory defects, the child with impaired hearing needs individual attention. The teacher should be alert to every opportunity to provide individual help in order to fill gaps stemming from the child's hearing defect.
- Visual aids help hearing impaired children by providing the association necessary for learning new things.
- If a hearing specialist is employed in the local schools, that teacher should be called upon to provide instruction in special skills. This includes instruction in speech reading, speech correction, auditory training, and instruction in the proper care and use of the hearing aid.

How you can help the child use his speech reading skills more effectively. So that the child with a hearing impairment may better see your lips:

- Do not stand in front of windows while talking. Take a position where the light falls on your face and not in the pupil's eyes. Do not move about the room while talking.
- Keep your hands and books away from your face while speaking so that your speech and other facial expressions may be better interpreted by the child.
- Face the class while talking or explaining material which is visually displayed on the blackboard, transpositions, charts, or other material.
- It is well to realize that a moustache on a man's upper lip makes speech reading difficult while light application of lipstick on a woman's lips aids in this art.

Remember that many words look alike on the lips and many sound the same. If the child appears confused by any such word, use it in a sentence to give some clue concerning its identity and meaning. We must realize that the child is handicapped by the speed of natural speech and the invisibility of many speech sounds. Look directly at the child and speak naturally, not too slowly and not with excessive mouthing. Use natural gestures when they complement, not substitute, for speech. When necessary, "cue" the child into the conversation with a written or spoken word or phrase so that he does not lose contact with the group.

How you can help the child use his speech skills most effectively. Teach the child the use of the dictionary to aid his pronunciation. Speech, as well as reading, can be improved through emphasis on basic phonics. Encourage the child to take part in oral recitations and expect him to use complete sentences when speaking. The teacher should provide a good pattern of speech for the child to imitate. Remember that distinct articulation is more helpful to him than raising your voice.

Listen to the child with interest and intent to understand. Don't take the joy out of talking by "speech nagging." However, words initially mispronounced should be corrected so as to avoid the development of faulty speech habits. Praise and encourage the child, where justified, to give him a feeling of success which he needs in order to build up his confidence in his speaking abilities.

How you can help the child derive maximum benefit from his hearing aid. After the child has received appropriate orientation to the hearing aid, he should be required to wear the aid AT ALL TIMES, unless he has a discharging or injured ear. If the hearing aid is out of order, the hearing aid distributor will supply him with a "loaner" while his own instrument is being repaired.

The teacher must understand what the hearing aid can and cannot do for the child. The hearing aid only makes sounds louder. Through the hearing aid, much as over the telephone, sounds seem "different." The aid does not hear for the child nor does it correct his speech.

The hearing aid also has its limitations. Therefore, the child should be within close proximity of all hearing situations. Allow him to assume a position in the room which best enables him to derive maximum benefit from his hearing aid. Be patient with the child adjusting to the hearing aid. It has to become "a part of the child" and this is frequently achieved only after a long period of adjustment. Make certain that the child has an extra battery at school. He should be allowed to leave the room if he so desires to change the battery as soon as his aid goes "dead." The teacher or very young children should acquire the necessary information which will enable her to render "first aid" (changing batteries, inserting cords, etc.) to the hearing aid. The special skills teacher or the local hearing aid distributor can provide this information.

Accept the child with his hearing aid and help others to do so. Thus we help him overcome whatever feelings he may have against accepting the hearing aid based upon his impression of being "different" from other children. This may be accomplished by asking the child to demonstrate the use of the hearing aid to his classmates early in the school year. He can point out how the aid is turned on and off, how the volume and tone controls are adjusted,

the function of both the microphone and the receiver, and how batteries are replaced. The hearing aid can be compared to a radio. In class groups beyond the primary grades, such a demonstration can be part of a science demonstration dealing with electronics. Such participation in the demonstration on the part of the hearing impaired child does much toward helping him achieve status among the group.

The teacher should understand the effect that environmental noise in the classroom may have on the child wearing a hearing aid. Classroom sounds such as pounding a desk, slamming a door or desk top, and dropping books frequently startle the child wearing a hearing aid and make it difficult for him to concentrate on the spoken voice and to interpret speech.

The child should know how to manage his hearing aid, but he may not in some cases. If the aid starts whistling or squealing (due to feedback), he may not hear it. This will likely annoy others in the classroom. The whistling or feedback is due to sound leaking from the earmold and coming in contact with a sound-reflecting surface. It can usually be corrected by adjusting the earmold so that it is properly positioned and fits more firmly into the ear, or by turning down the volume control slightly. If this fails to eliminate the whistling, the parents should call on the hearing aid dealer to solve the feedback problem.

The hearing impaired child should be encouraged to take part in those extra-curricular activities in which he may participate or compete with his schoolmates. This should include gymnasium, playground, and social activities which promote the all-around development of the children. It will be necessary for the teacher in charge of the activity to be aware of the hearing handicapped child and to exercise judgement in allowing the child to wear his hearing aid during such activities.

Parents of children using hearing aids should not hesitate to call on dealers for needed service. The user is entitled to service and hearing aid dealers acknowledge this. If the child's hearing seems poor or appears to be deteriorating with the use of the aid, the parents should be encouraged to call on the dealer to have the instrument checked. The dealer will check for possible poor contacts or plugs due to dirty pins, weak microphones, broken cords, run down batteries, etc.

Systems O.N.E.¹ has developed a set of written guidelines on classroom management for the hearing impaired. They are:

- ▷ Treat hearing impaired children as you do other children in the class and expect them to meet general classroom standards - especially behavioral standards.
- ▷ To help language development, have the hearing impaired child participate in all regular classroom activities.
- ▷ Get suggestions from the speech clinician on how you might help development of communication skills in the classroom. If this type of support personnel is unavailable to you, it may be possible to obtain assistance through your local or state special education department.
- ▷ Give the children more responsibility and meaningful tasks to increase their motivation and interest, thus helping to eliminate boredom, lack of challenge or a poor self-concept.
- ▷ Reinforce desirable behaviors with praise and a smile and try to pay less attention to inappropriate behaviors.
- ▷ Avoid constant negative demands such as, "Be quiet," "Stop," "Sit down."
- ▷ Devise a plan which will effect gradual change and improvement in the behavior of hearing impaired children. Give your plan a fair trial before deciding if it is effective or not.
- ▷ Have hearing impaired children sit separately from each other to increase the independence of each child as well as to increase their interaction with other classmates.
- ▷ Explain to the hearing impaired child how you would like the children in your classroom to behave. If conditions change so that behavioral expectations change, be sure to explain this change to the hearing impaired children as well as to all the children in your classroom.

¹Bitter, G. B., & Johnston, K. A. Classroom Communication. Facilitating the Integration of Hearing Impaired Children into Regular School Classrooms. Systems O.N.E. Copyright 1974, University of Utah.

- ▷ Make all children aware of the natural consequences of their behavior.
- ▷ Be prepared for gradual changes in modification of behaviors and possibly even setbacks.

In addition to these guidelines, Systems O.N.E.² has prepared some useful information on peer interaction with the hearing impaired child. This information could be used by both special education and regular education teachers. Consider sharing it with a colleague.

Peer Orientation Follow-Up Guide

- ▷ Accept the hearing impaired child into your classroom and let your students see and "feel" this acceptance.
- ▷ Be consistent and fair in the management of all class members including the hearing impaired child.
- ▷ Orient the class as to what a hearing loss means: explain how we hear normally and how we learn language; gear explanation to class age group. Some suggestions for orientation are:
 - use resource teacher or hearing clinician to help you prepare and/or present
 - use science texts and other children's books about hearing
 - use visuals such as filmstrips and films to illustrate information
 - have hearing impaired child help with the presentation
 - allow classmates and the hearing impaired child to discuss the presentation and help answer the questions

²Ibid., Bitter and Johnston.

- have available some hearing aids and an auditory training unit through which students can listen
- prepare a noise tape and then read to class while it is playing; then cover your face with a book and continue the noise tape and your reading
- ▶ Be receptive to questions hearing children might have.
- ▶ Use other children in the class as a means of easing the transition into the regular classroom (buddy system); be sure to give all the children the opportunity to help in this way.
- ▶ "Buddies" can:
 - introduce the hearing impaired child to school services and facilities (i.e., library, cafeteria, etc.)
 - help interpret school rules
 - give directions
 - tell about unexpected events
 - relate information from announcements made over the public address system
- ▶ Encourage faculty and student body to use posters and other written announcements of upcoming events and post them so the hearing impaired child can see them.
- ▶ At school assemblies, have the hearing impaired student and a friend sit near the front where he can both see and hear the participants; suggest that the stage be properly lighted and encourage speakers to stand slightly to one side of the microphone so that it doesn't hide the speaker's mouth.
- ▶ In advanced classes, other students can take a double set of notes with carbon paper permitting the hearing impaired student to concentrate on the speaker during lectures and other such activities.
- ▶ The hearing impaired student can then be of service by typing up the notes for both.

- ▶ Pointers on notetaking should be given to students acting as notetakers. An informal discussion can be arranged by the resource specialist or academic tutor between notetakers and hearing impaired students to discuss each other's needs.
- ▶ Have other students act as tutors in difficult subject areas, especially if a foreign language is taken.
- ▶ Encourage the student with a hearing loss to participate with classmates in school activities which are of interest to him.
- ▶ If the hearing impaired student does not appear to know what to do in a particular social situation, suggest that your students explain the situation to him kindly.
- ▶ Don't over-use the "buddy" system; one important goal of integration is the development of independence; therefore, unnecessary dependence on the "buddy" system can weaken progress.

The classroom environment for the hearing impaired child needs to be planned carefully in order for learning to be maximized. The student with a hearing difficulty may not always be in a "special" environment with you. Therefore, the normal classroom environments, which will undoubtedly contain and service hearing impaired students, need to be sensitive to their needs and problems. The following material by Bitter and Johnston³ makes numerous suggestions on how to be aware of the hearing impaired child's special needs. This article has many implications and ideas for both regular and special educators.

Classroom communication. You can provide adequate conditions for speech reading and auditory training in the regular classroom. The following material offers: techniques for lesson presentation and environmental modifications; modifications in environmental conditions for facilitating speech-reading in the classroom; methods of presentation which make speech-reading easier for the hearing impaired child; and ways of incorporating auditory training into regular classroom activities. You and your students probably never give classroom communication a second thought. It just seems to

³ Ibid., Bitter and Johnston.

come naturally as you watch and listen to the day's activities. But the hearing impaired child in your classroom must concentrate on understanding subject matter and ideas, and he must concentrate on understanding communication; that is, the things people say.

- We refer to understanding communication through visual clues as "speech reading." Clues which are useful in understanding include what is seen on the speaker's lips, the facial expression, and body movement.
- We have all had the experience of speech reading at one time or another. Remember that noisy gathering where the music and the chatter forced you to concentrate on the speaker's lips to understand what he was saying? In such noisy situations, you were reading the environment just as children with limited hearing do.
- Most hearing impaired people also have some remaining hearing or "residual hearing." They can learn to gather important auditory clues which, when added to visual clues, make understanding of speech possible.
- While no two hearing impaired individuals have the same amount of residual hearing--nor do they use their hearing in exactly the same way--most can learn to capitalize on what they do have to help them understand communication.
- Have you ever had the experience of trying to talk to someone through a glass window? It is very difficult to hear what the other person is saying, watching for visual clues.
- How can you facilitate speech reading and the development of listening skills in your classroom?
- Whenever possible, try to arrange your teaching area so that the hearing impaired child can sit near you and see most of his classmates as well. However, try not to have the child sit so close to you that he must look up to see your face.
- Speech reading is easier for the hearing impaired child when the source of light is at his back. Stand so that the light from the window is on your face and not in the child's eyes.

- To help the child who needs to speech read, try to face the class directly when you speak. You may wish to use an overhead projector to maintain eye contact with the class while you write the information on the screen. The advantage in this is that the hearing impaired child can see your face clearly at all times.
- Fancy hairstyles, moustaches, and beards sometimes distract attention from the lips or hide the face. While these styles are a matter of personal taste, it's well to take them into consideration if the hearing impaired child has difficulty understanding you.
- Elements of your teaching which influence understanding include rate of speech, clarity of articulation, use of visual materials, and organization of information.
- Speak as you normally do. Do not over-articulate or speak too slowly, inasmuch as the child will have been taught to speech read normal speech. Exaggerations only make things more difficult for him, since they tend to alter the normal rate and rhythm of speech.
- Make use of visual aids such as pictures, slides, and films or real objects to teach new concepts in a concrete and meaningful way.
- It may be helpful to provide a vocabulary list using new vocabulary words with definitions and written in sentences. It is important for the hearing impaired child to see each word spelled correctly, associated with specific definitions, and used in a variety of contexts.
- Encourage this child with a hearing loss to let you know when he misunderstands what you have said. If he has a question, rephrase your statement using different words and short, simple sentences.
- It is essential for the children in your class to be familiar with the concepts and vocabulary you are using. Outlines, summarizations, prereading of assignments, and visual aids all help to introduce vocabulary and to prepare the children for a lesson.
- Clear introductions to each new topic will help signal the beginning of a new train of thought. Try not to jump from topic to topic since that is very confusing to most children.

- After you have covered a new or complex point, try to summarize or repeat the important aspects to give the children a second chance to grasp the idea.
- To a child who speech reads, many words look alike on the lips. The confusion that results from these look-alikes, or homophonous words, can be partially eliminated by using them in context. Try to avoid using single words or incomplete sentences which may be confusing.
- The classmates can also help facilitate the child's speech reading. Ask them to speak normally when giving oral reports and make certain they stand where the hearing impaired child can see them. Encourage them to use visual aids such as pictures, homemade slides, opaque projections, and transparencies.
- During class discussions, the hearing impaired child may sometimes have difficulty following the conversation of the class members. You may occasionally want to summarize the most important points made.
- Written tests, rather than oral ones, are easier to follow. Communication difficulties may present an obstacle when the hearing impaired child is trying to speech read oral questions and write the answer at the same time.
- One way to overcome this is to write questions on the overhead projector and reveal them one at a time, thereby preserving the essential elements of an oral test.
- A spelling test may be given in the same way using contextual sentences with blanks in place of test words. Let the child speech read the test word when you say the complete sentence.
- When the class views a film, all children should be expected to be responsible for material covered. However, the hearing impaired child should also be provided with some supplemental material about the script.
- Outlines, summaries, and books on the same subject or written scripts, if available, may be helpful to the hearing impaired child.

- Some films are available with captions so that the hearing impaired child can get some of the information from reading the titles.
- Speech reading becomes easier when the hearing impaired child uses his residual hearing to obtain additional clues.
- Most hearing impaired people have some residual hearing which they can use to help them understand speech. However, in order to get maximal use of residual hearing, they must be taught specific listening skills throughout their education.
- Depending upon a child's amount and functional use of residual hearing and his consistent use of an appropriate hearing aid, he may be able to use language masters, cassette recorders, and listening stations.
- With special amplification equipment such as an induction loop, mini-loops, or portable auditory trainers, hearing impaired children can get direct amplification from television sets, radios, phonographs, film projectors, and tape recorders.
- The special resource person will discuss the availability and practicality of using such equipment in your classroom with the child you have.
- Since the development of listening skills is usually a part of the curriculum in the early education of young children, auditory training for hearing impaired children can be done in a natural and uncontrived way in the regular class. Elaborate equipment is not absolutely necessary but a well fitted hearing aid is a must.
- The hearing aid, if worn consistently and used properly can be a great asset to the hearing impaired child by bringing him in contact with sound. It will not, however, create normal hearing for the wearer. Full-time usage of a hearing aid is necessary for effective class participation, so encourage the child to wear his hearing aid at all times.
- Using the child's personal hearing aid, you can teach him many listening skills through lessons in phonics and rhythmic speech patterns and by providing other auditory experiences.

- The hearing clinician will continue to do auditory training with the child. Classroom activities which require listening skill should be brought to her attention so that she may help with individual work.
- Remember that intensive listening and speech reading require the complete attention of the child with limited hearing. This can be very fatiguing, so if the child's attention wanders, allow for opportunities for recreational activities.

Do-it-yourself follow-up guide.

- ✓ Arrange your teaching area so that the hearing impaired child can sit near you and see most of his classmates as well.
- _____ Stand so that the light from the windows is on your face and not in the child's eyes.
- _____ Try to face the class directly when you speak. To maintain eye contact with the class, you may wish to use an overhead projector, thus facing the class when you are writing on the screen.
- _____ Take care that fancy hairstyles, moustaches and beards do not hide the face or distract attention from the lips.
- _____ Speak as you normally do. Don't exaggerate.
- _____ Make use of visual aids such as pictures, slides, and films or real objects to teach new concepts in a concrete and meaningful way.
- _____ Provide the hearing impaired child with a vocabulary list using new vocabulary words with definitions and written in sentences.
- _____ Encourage the child with a hearing loss to let you know when he misunderstands what you have said. Then rephrase your statement using different words and short, simple sentences.
- _____ Use outlines, summarizations, prereading of assignments, and visual aids to help introduce vocabulary and to prepare the hearing impaired child for a lesson.

- Signal the beginning of a new train of thought by using clear introductions to each new topic.
- Summarize or repeat the important ideas after you have covered a new or complex concept.
- Avoid using single words or incomplete sentences especially if using homophonous words (words which look alike on the lips), as they may be very confusing to the hearing impaired child. Use them in context.
- Encourage classmates to speak normally when giving oral reports and make certain they stand where the hearing impaired child can see them.
- Use visuals (pictures, homemade slides, opaque projections and transparencies).
- Summarize the most important points made in class discussions if the hearing impaired child has difficulty in following the conversation of class members.
- Use of written tests rather than oral ones is better for the hearing impaired child. Using the overhead projector by revealing one question at a time may preserve the essential elements of an oral test.
- Provide the hearing impaired child with some supplemental material about the script before and after viewing a film. Use outlines, summaries and books on the same subject or written scripts for this purpose.
- Talk to your integration specialist or special resource person about making use of residual hearing.
- Make the best use of a child's residual hearing by encouraging him to use his hearing aid at all times and by finding out from your resource person if special amplification equipment might help him make use of television sets, radios, phonographs, film projectors and tape recorders.

- Talk to the hearing clinician about classroom activities which require listening skills so she may incorporate them into her individual work in auditory training with the hearing impaired child.
- Allow opportunities for recreational activities since intensive listening and speech reading by the hearing impaired child can be very fatiguing.
- Don't have the hearing impaired child sit so close to you that he must look up to see your face.
- Don't over-articulate or speak too slowly since hearing impaired children have been taught to speech read normal speech.
- Don't jump from topic to topic in class discussions as this is very confusing to a hearing impaired child.*

*Adapted from:
Bitter, G. G., & Johnston, K. A. Classroom Communication.
Facilitating the Integration of Hearing Impaired Children into
Regular School Classrooms. Systems C.N.E. Copyright 1974,
University of Utah.

Curriculum Resources

A good place to start when thinking about curriculum resources is with the child's Individual Education Program (IEP). The Division for Exceptional Children has developed a sample IEP, and it follows for your consideration and information.

INDIVIDUAL EDUCATION PROGRAM			
(Sample form)			
STUDENT		COMMITTEE	
1. Name: School: Grade: Current Placement: Date of Birth: Age:		2. Name: Position: Initial: IEP from: to:	
3. Present Level of Educational Functioning	4. Annual Goal Statements	5. Instructional Objectives	6. Objective Criteria/Evaluation
Strengths:			
Needs:			
7. Educational Services to be Provided			
A. Services Required	B. Date Initiated	C. Duration of Service	D. Individual Responsible for the Service
Extent of time in the regular education program:			
Justification of the educational placement:			
8. I have had the opportunity to participate in the development of the Individual Education Program			
I agree with the Individual Education Program ()			
I disagree with the Individual Education Program ()			
Parent's Signature			

(Completed Sample)

INDIVIDUAL EDUCATION PROGRAM

Date _____

STUDENT		COMMITTEE -	
1. Name: Mary B. Melody School: Sky View Elementary Grade: 7.8 Current Placement: Regular Class Date of Birth: 8/3/69 Age: 7.8		2. Name: Ms. Joyce Young, Mr. Juanita Smith, Mr. Connie Gentry Position: Principal, Classroom Teacher, Resource Teacher for the Initial: Hearing Impaired IEP from: 9/1/77 to: 8/1/78	
3. Present Level of Educational Functioning	4. Annual Goal Statements	5. Instructional Objectives	6. Objective Criteria and Evaluation
Strengths Eye-hand coordination Physical Dexterity Letter recognition, phonetic analysis Spelling Needs Reading 2.4 Math 2.1 Language Comprehension Speech correction: breath consonants Audiological Evaluation Otolological Examination Frequent periods of withdrawal	1. To improve reading comprehension skills 2. To improve math computation skills 3. To improve speech production 4. To expand language development and comprehension	1. a. To increase word/sentence comprehension b. To understand questions c. To improve understanding of abstractions 2. a. To add and subtract two digit integers to 20 with 90% accuracy b. To learn to count money in dimensions of 5, 10, 25 & 100 c. To comprehend word problems with 80% accuracy 3. a. To transfer knowledge of isolated letter sounds to words b. To successfully differentiate by contextual use between consonants formed similarly on the lips c. To learn to produce s, k 4. To increase one word comprehension to three word phrases or simple sentences by improved speech reading and auditory discrimination	1. a. Count words recognized b. Observe correct response c. Pupil observation, Pre- and Post-test results 2. a. Daily work check b. Successful counting c. Daily checks Pre- and Post-scores on above measures 3. a. Count correct transfers b. Count correct responses c. Observe development 4. Observe for comprehension Administer end-of-year achievement tests in reading comprehension and math skills

Individual Education Program - continued

7. Educational Services to be Provided:

A. Services Required	B. Date Initiated	C. Duration of Service	D. Individual Responsible for the Service
<u>Reading</u>	<u>9/1/77</u>	<u>6/1/78</u>	<u>Ms. Smith</u>
<u>Supportive Reading/ Language Development</u>	<u>9/1/77</u>	<u>6/1/78</u>	<u>Ms. Gentry</u>
<u>Math</u>	<u>9/1/77</u>	<u>6/1/78</u>	<u>Ms. Smith</u>
<u>Supportive Math</u>	<u>9/1/77</u>	<u>6/1/78</u>	<u>Ms. Gentry</u>
<u>Speech Correction</u>	<u>9/1/77</u>	<u>6/1/78</u>	<u>Mr. George</u>

Extent of time in the regular education program
80%

Justification of the educational placement

It is felt that the supportive services of the resource teacher in cooperation with the classroom teacher can best meet the needs of Mary, especially in language development, reading comprehension and math computation where intensive and individualized teaching is necessary. Correction of speech errors can be afforded through the additional services of the speech and language specialist. It is believed that the withdrawal periods will decrease as language comprehension and communication skills are increased.

8. I have had the opportunity to participate in the development of the Individual Education Program

I agree with the Individual Education Program (x)

I disagree with the Individual Education Program ()

Parent's Signature _____

The curriculum content for the hearing impaired should approximate or be identical with the content of the regular curriculum. However, the hearing impaired child may require some special methods and/or materials. The Division has also put together a listing of "curricular resources," and it too is presented for your information.

The following table presents a suggested list of curricular resources with information on where they may be obtained. The table is divided into developmental levels, skills, and sources.

0-4 years	Auditory Perception; Expressive Language; Receptive Language	<u>0-4 Curriculum for Infants and Parents</u>, Infant Hearing Resource, Good Samaritan Hospital Portland, Oregon 97209 <u>Curriculum Guide Hearing Impaired Children Birth to Three Years</u>, by Winifred Northcott. The AG Bell Association for the Deaf, 3417 Volta Place, N.W. Washington, DC 20007 <u>Curriculum Planning Resource Manual for Developmental Skills and Communication Skills</u> (Hearing Impaired: Deaf and Hard of Hearing) Clearinghouse/Information Center Bureau of Education for Exceptional Students 319 Knott Building Tallahassee, Florida 32304
Elementary	Expressive Written	<u>Apple Tree</u> Dormac, Inc. P.O. Box 1622 Lake Oswego, Oregon 97034 <u>Curriculum Series: Language</u> Clarke School for the Deaf Northampton, Massachusetts 01060
K-Jr. High	Expressive Language	<u>Patterned Language Curriculum</u> Oregon State School for the Deaf 999 Locust Street, N.E. Salem, Oregon 97310

Multiply Handicapped	Expressive Language	<u>Multiple-Handicapped Language Curriculum, California State School for the Deaf</u> Riverside, California 92506
K-12	Expressive/Receptive Language	<u>Language Curriculum</u> Hawaii School for the Deaf and the Blind 3340 Leahi Avenue Honolulu, Hawaii 96815
		<u>Rhode Island Language Curriculum</u> Rhode Island State School for the Deaf Corless Park Providence, Rhode Island 02906
Jr.-Sr. High School	Expressive Language; Reading; Science; Social Studies; Mathematics	<u>Academic Curriculum Guide</u> Arizona State School for the Deaf and Blind P.O. Box 5545 Tucson, Arizona 85703
K-12	Mathematics; Auditory Training; Speech; Lipreading; Language; Reading; Social Studies; Science	<u>Course of Study, Idaho State School for the Deaf</u> 14th and Main Streets Gooding, Idaho 83330
K-6	Speechreading	<u>Curriculum Correlated Speech-reading, Edna McNeil Louargand,</u> 3440 Nathan Court Rocklin, California 95677
K-12	Career Education	<u>Career Program, Oregon State School for the Deaf</u> 999 Locust Street, N.E. Salem, Oregon 97310
K-12	Complete Course of Study for all Academic Areas	<u>Curriculum Guide, Washington State School for the Deaf</u> 611 Grand Boulevard Vancouver, Washington 98661

Elementary	Expressive/Written Language Speech Reading	<u>The New Language Stories and Drills (Books I, II, III, IV)</u> Gertrude W. Croker, Mable K. Jones, and M. Evelyn Pratt The Vermont Printing Company Brattleboro, Vermont
Elementary	All Academic Areas	<u>Guidelines for Teacher Tutors of Hearing Handicapped Children</u> Department of Special Education University of Minnesota Minneapolis, Minnesota
Birth- Grade 12	All Academic Areas	<u>Competency Goals and Performance Indicators for the Hearing Im- paired</u> Department of Public Instruction Raleigh, North Carolina

The following is a list of distributors who deal with Auditory Equipment in North Carolina:

CAC, Inc.
Route 1, Box 249A P.O. 537
Vanceboro, N.C. 28586
(800/334-0791)

Calimaster Sound Instruments, Inc.
136 Oakwood Drive
Winston-Salem, N.C. 27103
(919/725-0956)

HC Electronics, Inc.
(Phonic Ear/Phonic Mirror)
2459 Linden Lane
Silver Spring, Maryland 20910
(WATTS 800/638-2680)

Monitor Incorporated
P.O. Box 2267
Chapel Hill, N.C. 27514
(919/967-2228)

SEHAS, Inc.
3867 Roswell, Road, NE
Atlanta, Georgia 30342
(404/261-2429)

Support Organizations

The following organizations are available to assist you with the hearing impaired child.

North Carolina Speech, Hearing and Language Association
Contact: Division for Exceptional Children
State Department of Public Instruction

Alexander Graham Bell Association for the Deaf
3417 Volta Place, NW
Washington, DC 20007
(202/337-5220)

Parents and Professionals for Handicapped Children
Post Office Box B-26214
Raleigh, N.C.
(919/832-7535)

Training and Technical Assistance

Training and technical assistance is available through a number of resources. In the appendix of the notebook you will find an application for tuition and fees for courses taken that are needed to help you become certified. Also, you will find detailed information on programs and courses offered at the various Universities and Colleges in the hearing impaired area. For further information please refer to that section of the notebook.

The areas of training for the teachers of hearing impaired are as follows:

- Certification: Hearing Impaired -- not to be confused with the degree Speech Impaired or Speech and Hearing
- Experience in teaching the hearing impaired is very valuable. Even more desirable is a teacher who has taught normally hearing learners additionally.
- Experience in teaching/programming of HI pupils in a public school setting is desirable.
- Competencies needed are:
 - basic audiometric assessment skills
 - basic speech development skills
 - basic understanding of child development
 - basic language development techniques
 - basic non-verbal communication skills, i.e., sign

-language, cued speech, tactile or other sensory techniques

→ Good public relations skills - particularly as relates to parents and community.

The following training programs are available:

Teachers of the Hearing Impaired

Atlantic Christian College
Wilson, N.C. 27893
(919/237-3161)

Lenoir Rhyne College
Hickory, N.C. 28601
(704/328-1741)

University of North Carolina at Greensboro
Greensboro, N.C.
(919/379-5939)

Audiologists

East Carolina University
Greenville, N.C. 27834
(919/757-6215)

University of North Carolina at Chapel Hill
Chapel Hill, N.C. 27514
(919/966-1006)

University of North Carolina at Greensboro
Greensboro, N.C. 27412
(919/379-5939)

The Division of Exceptional Children has put together a resource listing of speech, language, and hearing centers in North Carolina. That listing follows:

Audiological services. The pupil who fails the threshold screening test will need a more comprehensive auditory evaluation. If there is no school audiologist employed by the LEA, the local administrative unit or physician may recommend that a referral be made to a speech, language and hearing clinic for further evaluation and diagnosis.

Audiological services will consist of the following professional services:

Basic hearing evaluation (air and bone thresholds, speech discrimination threshold testing, and tympanometric evaluation)

Site of lesion hearing evaluation

Validation of organicity hearing evaluation

Hearing aid selection evaluation

Aided hearing thresholds

The speech, language and hearing centers provide recommendations that assist in designing appropriate educational services. The centers aid the physician in providing medical diagnosis and follow-up.

Local administrative units should work closely with physicians; nurses; speech, language and hearing centers and other professionals. This cooperative effort will help facilitate the hearing impaired pupil's success in public school.

Centers providing audiological services to hearing impaired pupils. The following centers provide comprehensive audiological services in the state of North Carolina.

Partin Speech and Hearing Center, Orthopedic Hospital and Rehabilitation Center, Asheville, North Carolina

Speech and Hearing Clinic, Appalachian State University, Boone, North Carolina

Division for Disorders of Development and Learning, University of North Carolina, Memorial Hospital, Chapel Hill, North Carolina

Hearing and Speech Center, Memorial Hospital, University of North Carolina, Chapel Hill, North Carolina

Speech and Audiology Department, Charlotte Rehabilitation Hospital, Charlotte, North Carolina

Charlotte Speech and Hearing Center, Charlotte, North Carolina

Craven Area Speech and Hearing Center, Craven County Hospital, New Bern, North Carolina

Speech and Hearing Center, Western Carolina University,
Cullowhee, North Carolina

Center for Speech and Hearing Disorders, Duke University
Medical Center, Durham, North Carolina

Ear, Nose and Throat Clinic, McPherson Hospital, Durham,
North Carolina

Albemarle Regional Speech and Hearing Clinic, Elizabeth
City, North Carolina

Southeastern Speech and Hearing Services of North Carolina,
Inc., Fayetteville, North Carolina

Gaston Memorial Hospital, Speech and Hearing Center,
Gastonia, North Carolina

Speech and Hearing Center, University of North Carolina,
Greensboro, North Carolina

Speech, Language and Hearing Center, East Carolina
University, Greenville, North Carolina

Vocational Rehabilitation Facility, North Carolina School
for the Deaf, Morganton, North Carolina

Nash General Hospital Department of Speech, Hearing, and
Language, Rocky Mount, North Carolina

Pinehurst Speech and Hearing Satellite Clinic, Moore
Memorial Hospital, Pinehurst, North Carolina

Raleigh Ear, Nose and Throat Associates, Inc.,
Raleigh, North Carolina

Robeson County Speech and Hearing Clinic, Medical Arts
Building, Lumberton, North Carolina

Speech and Hearing Clinic, Shaw University, Raleigh,
North Carolina

Audiology Department, Wake County Memorial Hospital,
Raleigh, North Carolina

Department of Audiology/Speech Pathology, New Hanover
Memorial Hospital, Wilmington, North Carolina

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One area in which you may need assistance is that of helping students with their hearing aids. A set of suggestions are presented to help you with this task.

Hearing aid care. Hearing aid daily check:

Use your own earmold or stethoscope-type instrument to check the child's hearing aid.

Switch off and remove the child's aid.

Check the child's mold to be sure it's free of wax and dirt. If necessary, clean it with a pipe cleaner, forced air earmold cleaner, or empty plastic glue bottle.

Hold the end of your earmold or stethoscope tubing directly over the hold in the child's mold.

Flip the power switch to "M" for normal operation. Keep the volume control at the setting recommended for the child.

Check the aid for proper operation by saying "ahh, ooh, eeh, shh, sss."

If the sound is loud and clear, replace the hearing aid in the child's ear.

Equipment and supplies. You will need the following equipment to check hearing aids:

A personal earmold or stethoscope-type instrument

Pipe cleaners

This equipment is optional but useful:

A battery tester

Extra batteries

A forced air earmold cleaner

Equipment and supplies can be obtained from your local hearing aid dealer. Check the Yellow Pages of your telephone directory. Dealers can arrange for a personal earmold to be made or can provide a stethoscope-type instrument for aid checking.

What to do in case of trouble.

No sound, weak sound

Check the battery. Replace it if it is old, corroded, or leaking. Use a battery tester, if available.

Check that the battery plus sign matches the battery holder's plus sign.

Clean the battery contacts with a pencil or pen eraser.

Check the switch position. It should be on "M". The volume control should be at the child's recommended setting.

For body aids, check the cord for cuts or breaks and examine the connectors to make sure they fit securely.

Check the mold and tubing for dirt and wax. Clean them if necessary.

If the hearing aid still doesn't work, the defect is internal. The aid must be repaired by the dealer or factory.

Hissing sound

Must be repaired by dealer or factory

Intermittent sound

Tap the aid gently while holding its coupler. If the sound cuts in and out, the defect must be repaired by the dealer or factory.

Check the coupler for tight fit. If it is loose and can be screwed on by hand, you may be able to fix it yourself. Otherwise, it must be sent in for repair.

For body aids, make sure the belt holding the aid is strapped snugly and the connectors are clean and securely plugged in.

Feedback (whistling noise)

Be sure the earmold fits securely in the child's ear. If the noise occurs when the child smiles or looks down at his work, the mold may fit improperly.

Cover the hole in the earmold with your finger. If the feedback persists, check the tubing for cracks or holes.

If there are no cracks or holes in the tubing, remove the mold and tubing. Cover the hole at the end of the coupler with your finger. If the aid feeds back, the defect is internal and the aid must be sent in for repair.

Suggestions for further action.

Encourage your students to bring extra batteries for their aids to school.

Ask parents to check aids for proper operation each morning before school.

Notify parents immediately if the aid malfunctions.*

Supportive services for the professional staff. Ongoing support can often be provided by a co-worker in one's local education agency or community, for example, the Coordinator for Exceptional Children's Programs, a fellow teacher, the counselor, principal, or school psychologist. Assistance from persons outside the LEA is available from the Division for Exceptional Children. The Regional Education Centers have a staff to provide technical assistance to local education agencies upon request. Services include assistance in coordinating, identifying and developing services for exceptional children within the region; conducting needs assessments and child find activities; and selecting instructional strategies and materials appropriate for special needs.

In addition, the Division for Exceptional Children in Raleigh has personnel with special training and experience in working with hearing impaired students to provide assistance, upon request, to local education agencies statewide.

*From: Hearing Aids: A Daily Check. Design Media, Inc., Oakland, California.

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Mentally Handicapped

Definition

Mentally handicapped refers to significantly subaveraged general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period. The adaptive behavior refers primarily to the effectiveness with which the individual meets the standards of personal independence and social responsibility expected of his/her age and cultural group.¹

¹Manual on Terminology and Classification for Mental Retardation. American Association on Mental Deficiency. Revised, 1977.

The area of mentally handicapped is sub-divided into three parts: mildly retarded, moderately retarded, and severely or profoundly retarded. The North Carolina Rules Governing Programs and Services for Children with Special Needs state that the assessment process will provide information to indicate whether the child needs a program for the mildly retarded (educable mentally handicapped), moderately retarded (trainable mentally handicapped), or severely/profoundly mentally handicapped. The Rules go on to state that the intelligence quotient range for placement in programs for the educable mentally handicapped is 50-69 plus or minus one standard error of measurement. The intelligence quotient range for placement in programs for the trainable mentally handicapped is 30-49 plus or minus one standard error of measurement. Children scoring on the borderline between the educable mentally handicapped and trainable mentally handicapped ranges should be provided services in the least restrictive appropriate environment. Children scoring below 30 on an individual psychological test may be enrolled in a class with the trainable mentally handicapped if their needs can be met appropriately in such a setting.

In the manual on Planning Instruction for the Severely Handicapped, Division for Exceptional Children, North Carolina Department of Public Instruction, a more specific definition is given for severely handicapped. The manual states that:

Educationally speaking, the term "severely handicapped" refers to those individuals age 21 and younger who are functioning at a general developmental level of half or less than the level which would be expected on the basis of chronological age and who manifest learning and/or behavior problems of such a magnitude and significance that they require extensive structure in learning situations if their education needs are to be well served. (Justen, 1976)

The two major parts of the definition are:

The individual's general developmental level refers to functioning in the combined areas of intellectual, social, and motor development. While the developmental level in each of these areas need not be less than half of the level expected on the basis of chronological age, the combined or overall level must be. Thus, the concept of developmental level is based on an

interaction of a person's intellectual and adaptive behavior.

The individual must exhibit learning and/or behavior problems of such significance that extensive structure is required in learning situations. Some examples would be:

- . Self-mutilation behaviors such as head-banging, body scratching, hair-pulling, etc., which may result in danger to oneself.
- . Ritualistic behaviors such as rocking, pacing, autistic-like behavior, etc., which do not involve danger to oneself.
- . Self-stimulation behaviors such as masturbation, stroking, patting, etc., for a total of more than one hour of a waking day.
- . Failure to attend to even the most pronounced social stimuli, including failure to respond to invitations from peers or adults, or loss of contact with reality.
- . Lack of self-care skills such as toilet training, self-feeding, self-dressing, and grooming, etc.
- . Lack of verbal communication skills.
- . Lack of physical mobility including confinement to bed, inability to find one's way around the institution or facility, etc. (Abt Association, 1974, p.v.)

For a student to be classified as severely handicapped both criteria must be met. The student's educational needs will require a highly structured (restrictive) environment. This environment would include the recommended pupil to staff ratio no greater than 3:1, offer a systematic program approach and provide the necessary environmental modifications.

The term educationally severely handicapped is not a permanent classification. A child may be severely handicapped at one point in life but not another. Remediation techniques can improve the child's learning and behavior skills thereby enabling that student to move into a less restrictive educational environment.

Behaviors and Traits

Educators as well as the general public misunderstand the characteristics of students labeled retarded. Consider the following myths and facts on the mildly and moderately retarded.²

MISCONCEPTIONS ABOUT THE MENTALLY RETARDED

Myth	Fact
Once diagnosed as mentally retarded, a person remains within this classification for the rest of his/her life.	The level of mental functioning does not necessarily remain stable, particularly for those in the mild classification.
If a person achieves a low score in an IQ test, this means that his or her adaptive skills are also sure to be abnormal.	It is possible for a person to have a tested subnormal IQ and still have adequate adaptive skills. Much depends on the individual's training, motivation, experience, social environment, etc.
Children with Down's syndrome are always happy, compliant, and pleasant to have around.	In general, although they often are tractable and good-natured, the idea that they are significantly more so than other children is exaggerated.

²Hallahan and Kauffman. Exceptional Children. McGraw-Hill, 1978.

The retarded go through different learning stages than normal individuals.

Children classified as moderately retarded (often referred to in the past as "trainable") require a radically different curriculum than do children classified as mildly retarded (often referred to in the past as "educable").

It is valuable for the teacher to know whether or not the child's retardation is due to brain damage.

Most mental retardation can be diagnosed in infancy.

Many studies indicate that the learning characteristics of the retarded, particularly the mildly retarded, do not differ from those of normal people. That is, retarded people go through the same stages but at a slower rate.

While, in general, academics is stressed more in classes for the mildly retarded relative to the moderately retarded, this generalization does not always hold true for individual children. Each child has a unique set of characteristics and needs.

While the diagnosis of brain injury may be important for the medical professional, educators gain no useful information from such a diagnosis--i.e., the diagnosis of brain injury does not lead automatically to a specific educational program.

Because the vast majority of mentally retarded children are mildly retarded, because infant intelligence tests are not as reliable and valid as ones used in later childhood, and because intellectual demands on the child greatly increase upon entrance to school, most children eventually diagnosed as retarded are not identified until they go to school.

Most mentally retarded children look different from "normal" children.

The vast majority of mentally retarded children are mildly retarded. Most mildly retarded children are not altered in physical appearance, but look like "normal" children.

In most cases, a cause for the retardation can be identified.

In most cases of mental retardation (i.e., within the mild classification), the cause cannot be exactly identified. In many such cases, it is guessed that poor environment may be a causal factor. However, it is normally extremely difficult to document the environment as the causal factor in specific cases.

Educable Mentally Retarded

It is difficult to list characteristics found in all educable mentally retarded children. No single child has all of these characteristics, for some are peculiar to only a certain group. Nevertheless a teacher or diagnostician should keep the following in mind in identifying or teaching the educable mentally retarded.³

Physical Characteristics.

In height, weight, and motor coordination most educable mentally retarded children approximate normal children.

Because a small number have organic causes for the retardation, these few are likely to be physically inferior to normal children.

More handicaps of vision, hearing, and motor coordination are found among the educable mentally retarded. However, a substantial number do not have such defects.

³Kirk, S. Educating Exceptional Children. Houghton Mifflin Co., 1972.

Many retarded children come from substandard homes, which are generally inferior in sanitation and attention to health matters.

Intellectual Characteristics.

The mentally retarded child performs poorly on verbal and nonverbal intelligence tests. His IQ tends to be in the range from 50 or 55 to 75 or 80. This implies a rate of mental development approximately one-half to three-fourths that of an average child.

Retarded mental development may include slowness in maturation of specific intellectual functions needed for school work, such as being significantly low in memory for auditory and visual materials, generalizing ability, language ability, conceptual and perceptual abilities, imagination and creative abilities, and other functions considered basically intellectual. If the child has marked discrepancies in abilities and disabilities as shown in Chapter 5, Figure 5-3 (Case F), general mental retardation should be questioned.

Academic Characteristics

The educable mentally retarded child is not ready for reading, writing, spelling, and arithmetic when he enters school at the age of 6 unless he has special abilities. He does not begin to acquire these skills until he is around 8 years or older. This delay in learning is related to mental age, not to chronological age.

The rate at which the child progresses in school is comparable to his rate of mental development, that is, about one-half to three-quarters the rate of the average child. He should not be expected to cover a year's material in a year's time, as do average children.

At the end of his formal school career his academic achievement will probably have reached second- to sixth-grade level, depending upon his mental maturation and/or special abilities.

Personal and Social Characteristics.

There are no basic social traits which differentiate the educable mentally retarded from the average child. Negative social or interpersonal traits sometimes attributed to the former are usually related to situations in which the children are placed. These social characteristics are by-products of the difference between the expectancies of society and the abilities of the mentally retarded to cope with the requirements.

- ▶ Short attention span or lack of concentration and participation of the mentally retarded child in a regular classroom is often engendered by expecting him to respond like other children to materials he cannot learn or understand in a classroom situation. This characteristic, quite prevalent when retarded children are in the regular grades, tends to disappear when materials and methods are geared to their ability to succeed.
- ▶ Low frustration tolerance has been ascribed to the mentally retarded. It is also related to repeated failure experiences in life and in school since the child is expected to function according to his chronological age. Tolerance for frustration can be increased by a home or school environment which will avoid failure and substitute success experiences.
- ▶ Social values and attitudes generally correspond to those of the home and neighborhood associates and are, in many instances, typical of the culture in which the child is reared.
- ▶ The retarded child's play interests correspond more closely to those of children of his own mental age than to those of similar chronological age.

- There are more behavior problems and there is slightly more delinquency among the retarded in proportion to their numbers than among children of average intelligence. This may be partially the result of the substandard environment in which a large percentage of these children live. Since behavior problems also stem from the discrepancy between the child's capacity to perform and the requirements of the environment, a finding dramatically evident among retarded children, it is important that the environment of the latter, both home and school, be harmonized with their capacity to perform and to learn. This, of course, is one of the reasons why special education is provided.

Occupational Characteristics.

The educable mentally retarded can learn to do unskilled and semi-skilled work at the adult level.

Any failure in unskilled occupational tasks is generally related to personal, social, and interpersonal characteristics rather than an inability to execute the task assigned.

Employment records of the educable mentally retarded show that approximately 80 percent eventually adjust to occupations of an unskilled or semi-skilled nature and partially or totally support themselves. The occupational adjustment of the retarded is further discussed later in this chapter.

Severely Mentally Retarded⁴

Cognitive characteristics. Piaget described four major stages of intellectual development: sensorimotor operations, pre-operational, concrete operations, and formal operations. These particular stages normally occur in a hierarchical sequence; however, certain developmental anomalies, common among the severely mentally retarded, can cause irregular development (Stephens, 1977).

⁴Excerpt from: Teaching the Severely Mentally Retarded.

Using the Piagetian schema to study the cognitive growth of the severely mentally retarded, it is evident that this population rarely proceeds beyond the sensorimotor stage, although it may be possible for some individuals to proceed to the pre-operational level. Thus, discussions of cognitive development would necessarily focus upon the sensorimotor (Stage I) and pre-operational (Stage II) periods.

The sensorimotor period is normally achieved during the first two to two and one-half years of a child's life. However, a severely retarded individual may never proceed beyond this stage. Briefly, the behaviors associated with the period are characterized by:

- reflexive actions such as sucking, grasping, visual tracking;
- arm movements, hand waving, hand regard (repeated frequently);
- eye-hand coordination--often beyond the behavioral repertoire of the profoundly mentally retarded, it still remains a critical skill to be acquired and as such, must be programmed for (see Chapter 4);
- beginning of certain adaptive behaviors--exploration of new objects, discovery of means differentiated from ends, imitation of motor movements;
- cause and effect and object permanence--the child will attempt to discover new means through experimentation and search for hidden objects; and
- simple deductive thinking and simple problem solving through mental operations.

During the pre-operational period (from two to seven years) the child makes a transition from direct sensorimotor actions to representative symbolic behaviors. Behaviors associated with this period are characterized by:

- language development
- imitative play
- perceptual confusions
- thought processes basically egocentric

- centering (child focuses attention on most compelling attribute of a stimulus situation)
- irreversability (child cannot move back and forth along a train of thought)

Inhelder's (1968) research demonstrated that the severely mentally retarded adult can be viewed as fixated at the level of sensorimotor intelligence and as exhibiting a viscosity in mental functioning. This viscosity not only retards progress, but causes the learner to remain in a state of transition between stages for a long period of time.

Although there is not a great deal of research, most of Inhelder's observations tend to be confirmed by other researchers. For example, Woodward (1959) was able to match the behavior of severely mentally children with Piaget's six substages of sensorimotor intelligence. Thus, the population of severely mentally retarded learners possesses the characteristics associated with children functioning in the sensorimotor stage.

Personality and emotional development. Professionals in special education agree that there is a high incidence of behavioral disturbances among the retarded population as compared to the population of nonhandicapped individuals. Chinn, Drew, and Logan (1975) cite research that indicates that approximately 40 percent of the retarded population may have emotional or personality deviations, compared to about 10 percent for the nonretarded population.

Among children with intelligence quotients below 25, an extremely high percentage show bizarre symptoms that are compulsively repetitive or self-mutilative (Menolascino, 1972). These behavioral patterns are usually more prevalent among institutionalized populations than among children living in home situations. Forehand and Baumeister (1970) indicated that these bizarre patterns were probably related to tension and to a lack of interesting and active pursuits. They are more common in blind retarded individuals than in sighted ones and in the nonambulatory than in the ambulatory (Guess, 1966). Robinson and Robinson (1976) suggested that self-mutilative behaviors can be a form of occupation when normal stimulation is lacking for too long a time period.

Physical and health characteristics. A direct correlation between the degree of mental retardation and the degree of physical defect exists. The more severe the mental retardation, the greater the probability of physically handicapping conditions including problems such as spasticity, athetosis, and hypotonia.

In addition to the overall characteristics of too little, too much, or constantly fluctuating levels of muscle tone, most of the severely mentally retarded with physical handicaps have abnormal posture with concomitant difficulty in movement (Utley, Holvoet, & Barnes, 1977). Because changes in posture are made possible by the presence of righting and equilibrium reactions, and these reactions are often absent or delayed in this population, voluntary movement may be severely limited.

Finally, the severely mentally retarded with physically handicapping conditions often have reflexes that persist long after the normal time of inhibition. When these abnormal reflexes persist, they cause abnormal movements, which make more advanced forms of movement impossible (Utley et al., 1977).

A survey of the literature suggests a preponderance of sensory defects among severely mentally retarded children. Chinn et al. (1975) reported the results of numerous research studies that found disproportionate percentages of deafness, hearing loss, and defects of visual acuity in populations of moderately, severely, and profoundly mentally retarded children.

In addition to the physical problems associated with severe mental retardation, the literature strongly suggests that this population has greater amounts of chronic health problems than either the population of nonretarded people or even the mildly and moderately mentally retarded. It is beyond the scope of this text to discuss these chronic health problems in any detail, but it will be noted that these problems can include:

- . metabolic disorders
- . seizures
- . abnormal dermatoglyphics
- . congenital heart disease
- . respiratory diseases and/or infections
- . gastrointestinal disorders
- . diabetes

The preceding information was taken from the book, Teaching the Severely Mentally Retarded, "Nature and Needs of the Severely Retarded."

Classroom Environment

The classroom environments for the mentally handicapped will vary depending on the level of retardation (mild, moderate, or severe) and on the type of model used to deliver services. It is assumed that the severely retarded need a separate type of program. As for the mild and moderately retarded, the chart on the following page illustrates recommended class sizes based on the type of model used.

In general, the classroom environment for the mild and moderate retarded needs to be well organized and supportive of each individual's needs. There have not been many prescriptions written for these populations with regard to the classroom environment; however, you may consider again reading Hallahan's and Kauffman's chapter on retardation.⁵ They give some specifics as to what you will need to consider when trying to develop a good program for the mild and moderate populations.

Specific suggestions on working with the educable and trainable include the following:

- ▶ Use special materials to implement your objectives-- this includes the type of material, variety, and method of presentation;
- ▶ Special remediation may be needed in all academic areas. The implication here is to develop a good I.E.P. for each of your students and to use "special" techniques to help your students learn; and
- ▶ Apply learning principles systematically and consistently.⁶

⁵Opcit

⁶Opcit, p. 213-217

Class Size

"The following class sizes shall not be exceeded in programs for children with special needs after September 1, 1979. Deviations may be made only with the prior approval of the State Board of Education upon request by the local education agency through the State superintendent. Local educational agencies are encouraged to lower the maximum class size, if needed, to meet the needs of their particular students." With cross-categorical classes, it is strongly recommended that the category with the lowest teacher/pupil ratio be used.

	Regular Classroom Setting	Regular Class w/Supportive Services	Part-time Special Class	Full-time Special Class	Special Day Schools	Hospital/Home Services	Residential Centers
Educable Mentally Handicapped (Mild)	Up to max Class Size Regular Teacher	35:1 per week	12:1 per hour (pre/prim/ elem) 40:1 per day (pre/prim/ elem) 16:1 per hr/ sec 40:1 per day/ sec	12:1 pre/ prim 12:1 el 16:1 sec	12:1 pre/ prim 12:1 el 16:1 sec		
Trainable Mentally Handicapped (Moderate)				1-6:1 7-12:1t & 1a 13-16:1t & 2a	1-6:1 7-12:1t & 1a 13-16:1t & 2a		

Key to Maximum Class Size Chart

t=teacher
pre/prim=preschool/primary
sec=secondary
x = not applicable or pupil/teacher ratio not determined

da=day
max=maximum
a=aide

el=elementary
hr=hour
wk=week

Consider the following points with regard to planning for trainable students:

- ▷ Work of self-help skills, social adjustment in the home and neighborhood, and economic usefulness; and
- ▷ More specifically, work on modified functional reading, basic math skills, language, and all other basic parts of a functional curriculum (he cites numerous areas for you to consider).

The severely mentally handicapped have different types of needs. The North Carolina Planning Manual for the Severely Handicapped makes the following suggestions on classroom considerations:

- Provide private areas such as a quiet corner, rocking chair or a large box to crawl through.
- Equip each classroom with a multiple lighting system to allow for various levels of illumination. This system should be designed so that a portion(s) of the room could be darkened without affecting the remaining areas. A master control, as well as an independent control, within each lighting area should be provided.
- Provide phone jacks in each classroom for emergency calls or a centrally located phone should be designated for this purpose only.
- Install windows with a maximum sill height of approximately 3 feet, will allow all students, including those in wheel-chairs, to view the outdoors.
- Install windows in the classroom as to allow for maximum natural light and view or to completely screen out light and outside view as needed.

⁷Opcit., p. 230-233.

- Use color that would enhance specific activities, because it has been demonstrated that color does have a decided, though subtle, effect on the tendency for producing certain behavior tones. For example, a blue or cool tone for quiet areas; yellow or neutral colors for instructional activities; red or warm tones for physical development activities might be used within classroom/program areas.
- Allow for ease of movement by students in wheelchairs and walkers, as well as ambulatory students. Keep in mind that a passage width of 32" is needed for wheelchairs. The flow of activity should ensure safety and encourage independence.
- Vary walls in color and texture, provided visual and tactile stimulation. This will include the use of mobiles, pictures and mirrors at all levels on the walls, ceiling and floor.
- Plan small group activity areas that are as acoustically tight as possible so that auditory interference will be kept at a minimum.
- Allow for adequate ventilation.
- Provide modular wall storage units at one entrance, with hooks at varying heights, for hanging garments. A shelf for storing changes of clothing, as well as lunch boxes, student work and personal items should be provided.
- Provide a large cabinet design to hold wheelchairs and walkers as well as large equipment (i.e., mats and bolsters). When a child is out of the wheelchair it could be stored in the cabinet so that it will not obstruct the path of others.
- Build storage units to enhance maximum independence for the students so that they will be able to obtain instructional materials and cleaning fluids.
- Plan instructional areas and other activities areas within the room to allow for maximum flexibility of grouping utilizing movable cabinets. These cabinets will not exceed 5 feet in height and 6 feet in length. The front can be designed to accommodate tote trays, in a cubicle-like fashion. The back would allow for display of student work as well as serving as a sound buffer.

- Avoid blind spots in which a child may be out of view of an adult.
- Provide a writing surface, attached to the wall, that will allow students or staff to write with water color markers and remove marks easily. This should extend from the floor to about 5 feet in height.
- Remove or enclose all protruding objects, especially heating units, so as to prevent injury.
- Designate all desks, chairs and work areas.
- Post daily schedules, specific information for programming, and safety rules and procedures as well as emergency phone numbers.
- Install carpet in designated areas of the room depending on the activity to be conducted there. For example, a sensory stimulation area would need a plush carpet, soft in color and texture with a non-continuous filament.

Curriculum Resources

The curriculum for the mentally handicapped child will vary greatly depending on the level of retardation and even then there will be a tremendous range of needs within each of the three sub-categories. The previously mentioned sources will give you some specific help with curriculum in all three of the mentally handicapped areas. In addition to those, the following curriculum guides are available for working with the educable child.

Learning To Earn A Living

Curriculum Areas:	Skills for Job Orientation Primary, Intermediate and Secondary (EMH)
Assessment:	Not included
Activities:	Activities and materials listed
Publisher/Vendor:	Wisconsin Learning Resource Center Division for Handicapped Children Department of Public Instruction 126 Langdon Street Madison, Wisconsin 53702

Home and Family Living Laboratory

Curriculum Areas: Living in the Neighborhood, Money
Personal Needs, Interior Home Care
and Planning, Maintaining Your Home
Home Emergencies and Leisure Time
Age Range: Low functioning EMH and TMH adoles-
cents and adults
Assessment: Check lists are available for each
section; each objective has evalua-
tion criteria
Publisher/Vendor: Special Education Instructional
Materials Center
Saint Paul Public Schools
260 Colborne Street
Saint Paul, Minnesota 55102
(\$15)

Curriculum Guide for Elementary Educable Mentally Retarded Classes I, II, and III

Curriculum Areas: Language Arts, Mathematics, Social
Studies, Health and Safety, Occupa-
tional Readiness, Arts and Crafts,
Music, Physical Education and Per-
ceptual Training (skills). Home economics is printed
in a separate guide, The Elementary
Home Economics Curriculum Guide.
(No Cost)
Age Range: Grades K-8 (EMH)
Assessment: Contains a "Pupil Competency Scale"
to be completed at mid-year and at
the end of each school year; not
designed specifically for "assess-
ment."
Activities: Experiences and activities are
included
Publisher/Vendor: Allegheny Intermediate Unit
Suite 1300, Two Allegheny Center
Pittsburgh, Pennsylvania 15212
(\$33 set of three)

Instructional Based Appraisal System (IBAS), Volume I: Mildly Handicapped

Curriculum Areas: This is not a curriculum guide but an appraisal tool which covers the following areas: Reading Mathematics, and Social Behavior

Age Range: 5-21 years (EMH)

Assessment: The appraisal tool has performance statements for each instructional objective

Activities: No activities are included

Publisher/Vendor: Edmark Associates
P. O. Box 3903
(\$37.50) Bellevue, Washington 98009

NOTE: This volume is not a curriculum, but a collection of goals and objectives. Other volumes are available-- Volume III: Career Education (\$24.50); Volume LV: Pre-Vocational Skills (\$19.50); Volume V: Physical Education (\$34.50), Volume VI: Science (\$37.50).

Northern Suburban Special Education Curriculum Guide

Curriculum Areas: Pre-Reading, Language Arts, Math, Pre-Vocational/Life Skills, Sensory, Fine Motor Control, Gross Motor Control, Social/Emotional Skills, and Coping Skills in the Mainstream.

Age Range: Primary-Secondary Grades (EMH and LD)

Assessment: None included

Activities: None included

Publisher/Vendor: Northern Suburban Special Education District
SEJA 804, Cook County
Stratford Center
706 Red Oak Lane
Highland Park, Illinois 60035

Toward Competency

Curriculum Areas: Basic Skills, Personal and Social Skills, Awareness, Living in the Environment, Career Education, Human Ecology and Leisure Time Activities

Age Range: Grades K-12 (EMH)

Assessment: The guide (goals and objectives) is written as an assessment instrument

Activities: Some are included

Publisher/Vendor: Programs for the Mentally Retarded
Department of Education
700 Pringle Parkway, S.E.
Salem, Oregon 97310

NOTE: Both a Teacher's Edition and a Student's Copy are available.

Learning Activities for the Young Child

Curriculum Areas: Gross Motor, Fine Motor, Social-
Emotional, Self-Help, Cognitive
and Language
Age Range: Ages 3-5 (EMH and other areas)
Assessment: Correlated with the Learning Accom-
plishment Profile (Kaplan Press,
Winston-Salem, N.C. 27103)
Activities: "What to do" activities for initial
learning and "other ideas" for ex-
pansion are included
Publisher/Vendor: Kaplan Press
600 Jonestown Road
Winston-Salem, N.C. 27103

Elementary Curriculum Guide -- Program for Children with General
Learning Disabilities - Educable

Curriculum Areas: Social Studies, Pre-Vocational
Training, Language Development,
Reading Readiness, Reading, Writing,
Spelling, Mathematics, Health and
Safety, Science, Art, Music and
Physical Education
Age Range: Ages 6-14 years (EMH)
Assessment: None included
Activities: Activities for teaching skills
included
Publisher/Vendor: Dekalb County School System
Department of Special Education
Robert Shaw Center
385 Glendale Road
Scottdale, Georgia 30079
((\$20.00))

NOTE: The General Learning Disabilities-Educable Secondary
Guide will be available for \$20 at the above address
by April 1, 1981.

Curriculum Guide for the Mentally Handicapped

Curriculum Areas: Academic and Life Skills
Age Range: Grades K-12 (EMH)
Assessment: None included
Activities: Activities are included
Publisher/Vendor: Jefferson County Public Schools
Lakewood, Colorado 80215

Compet II - Commonwealth Plan for the Education and Training of
Mentally Retarded Children

Curriculum Areas: Basic Living Skills, Perceptual and
Cognitive Development, Social Living
Skills, Academic Skills and Career
Training
Age Range: Birth through 21 years--EMH, TMH,
SMH and PMH
Assessment: None included
Activities: Suggested activities included
Publisher/Vendor: Division of Special Education Programs
and Services
Department of Education
P. O. Box 911
Harrisburg, Pennsylvania 17126

Carolina Developmental Curriculum #1 and #2

Curriculum Areas: Book #1--Gross Motor, Fine Motor
and Visual Perception; Book #2--
Reasoning, Receptive Language and
Expressive Language
Age Range: Ages 3-6 years
Assessment: Correlates with Carolina Developmental
Profile (Kaplan Press, 600 Jonestown
Road, Winston-Salem, N.C. 27103)
Activities: Activities are included
Publisher/Vendor: S.E.E.P.
Post Office Box 1981
Burlington N.C. 27215
(\$69.50 complete set)

Curriculum Guide for Special Education

Curriculum Areas: Mathematics, Social Studies, Language Arts, Science, Health and Safety and Vocational Education
Age Range: Grades K-12 (EMH)
Assessment: None included
Activities: No activities included; but recommends material and visual aids
Publisher/Vendor: Mount Lebanon Senior High School
7 Horesman Drive
Pittsburgh, Pennsylvania 15228

Directions in Adapted Physical Education

Curriculum Areas: Contains a critique of various physical education models/programs
Age Range: Grades K-12 (all handicapped areas)
Assessment: Several assessment instruments are described
Activities: Not Applicable
Publisher/Vendor: Department of Education and Cultural Arts
Section for Special Education
Richard F. Kneip Building
Pierre, South Dakota 57501

NOTE: A limited number of copies are available for free distribution.

PAEC Resource Guide

Curriculum Areas: Language Skills, Processing Skills, Practical Living Skills, Pre-Vocational Skills, Social/Emotional Skills, Reading Skills, Attention and Study and Mathematics
Age Range: Elementary and Junior High (EMH and LD)
Assessment: No instrument is included
Activities: No activities are included
Publisher/Vendor: PAEC Resource Center
1000 Van Buren Street
Maywood, Illinois 60153

Educable Handicapped Curriculum Guide

Curriculum Areas: Social Skills (Self-Help Concepts At Home, School and in the Community), Communication (Listening, Speaking, Reading, Writing), Arithmetic Competencies (Skills, and Concepts), Pre-Vocational, Health, Science, Music, Art and Physical Education
Age Range: Grades K-12 (EMH)
Assessment: Not included
Activities: None included
Publisher/Vendor: The Main Township Special Education Program
1131 South Dee Road
Park Ridge, Illinois 60068
(\$8.00)

Brigance Inventory of Early Development (Birth-Age 7); Brigance Inventory of Basic Skills (Grades K-6); Brigance Inventory of Essential Skills (Grades 4-12)

Curriculum Areas: The above three diagnostic inventories assess strengths and weaknesses in areas such as; motor, self-help, general knowledge and comprehension, language arts, math skills, etc.
Age Range: See above
Assessment: The instruments are for diagnostic (assessment) purposes; they are not "curriculum" guides.
Activities: Not Applicable
Publisher/Vendor: Curriculum Associates
5 Esquire Road
North Billerica, Massachusetts 01862
(\$49.95; \$49.95; \$99.00)

Systematic Curriculum for Independent Living (SCIL)

Curriculum Areas: Math, Money, Time, Measurement, Functional Reading, Speech, Postal Telephone, Writing, Personal Care, Sexuality, Health and First Aid, Home Care, Social Skills, Vocations, Community Living and Leisure Time
Age Range: Adolescents and Adults (EMH)
Assessment: Assessment/evaluation sheets are provided for each section

Activities: Activities and recommended or suggested materials and vocabulary included
 Publisher/Vendor: S.E.E.P.
 P. O. Box 1981
 Burlington, North Carolina 27215
 (\$195.00)

Resource Guide for Applied Basic Skills

Curriculum Areas: Basic Skills
 Age Range: Grades K-12 (EMH)
 Assessment: Includes a basic checklist
 Activities: None included
 Publisher/Vendor: Northeast Georgia CESA
 Cooperative Educational Service
 Agency
 375 Winter Street
 Winterville, Georgia 30683
 (\$6.00)

Career Adaptive Behavior Inventory (CAB)

Curriculum Areas: This publication is not a curriculum guide, but an inventory consisting of 120 behavior items grouped under these categories: (1) Academics; (2) Interest; (3) Communication; (4) Leisure Time; (5) Motor; (6) Self-Concept; (7) Responsibility; (8) Self-Help; (9) Socialization; and (10) Task Performance
 Age Range: 3-15 years (EMH, TMH, SH)
 Assessment: It is an inventory which assesses skills
 Activities: The CAB Activity Book includes activities for teaching or remediating skills
 Publisher/Vendor: Straub Printing & Publishing
 Special Child Publications
 4535 Union Bay Place, N.E.
 Seattle, Washington 98105

NOTE: Prices are \$7.50, administration manual; \$6.00, package of 25 rating forms; \$10.00, activity guide

Any curriculum concern that you might have should be addressed directly or indirectly through each student's Individual Education Program (IEP). The Division for Exceptional Children has prepared a sample IEP for a fictitious student who is labeled severely handicapped, and it is presented for your information and use.

Sample Individual Education Program

Date: June 1, 1978

STUDENT	COMMITTEE																
Name: Kevin Wilson School: Olsen Jr. High School Class: Severely Handicapped Current Placement: Severely Handicapped Date of Birth: 6/5/66 Age: 12 years old	<table border="0"> <thead> <tr> <th data-bbox="700 504 770 534"><u>Sign</u></th> <th data-bbox="939 504 1039 534"><u>Position</u></th> </tr> </thead> <tbody> <tr> <td></td> <td>Principal</td> </tr> <tr> <td></td> <td>Parent</td> </tr> <tr> <td></td> <td>Teacher</td> </tr> <tr> <td></td> <td>Psychologist</td> </tr> <tr> <td></td> <td>Physical Therapist</td> </tr> <tr> <td></td> <td>Occupational Therapist</td> </tr> <tr> <td></td> <td>Speech Therapist</td> </tr> </tbody> </table> IEP from: <u>6/78</u> to <u>6/79</u>	<u>Sign</u>	<u>Position</u>		Principal		Parent		Teacher		Psychologist		Physical Therapist		Occupational Therapist		Speech Therapist
<u>Sign</u>	<u>Position</u>																
	Principal																
	Parent																
	Teacher																
	Psychologist																
	Physical Therapist																
	Occupational Therapist																
	Speech Therapist																
<u>Medical Concerns</u> (Drugs, Seizures, etc.): Medication for seizure (1 tsp. Phenobarbital) administered at 8 am, 12 pm and 8 pm. The teacher will administer the noon dosage. The only restrictions on physical activity is to avoid spinning and flickering lights. Kevin has a diagnosis of Cerebral Palsy with Spastic Diplegia.	<u>Precautions and Concerns:</u> Kevin exhibits non-competent behavior when he does not like to complete work. Ignore this behavior and do not reinforce or allow other activities until work is completed. Kevin is ambidextrous but shows a preference for his right hand. The occupational therapist will provide treatment to establish dominance. Kevin sees riding in his wheelchair as a game; he is learning to use a walker and should be encouraged to use it under the direction of the physical therapist.																

Curriculum Area: *Gross Motor*

Present Level of Functioning: *Kevin can stand unsupported with a walker and is able to take steps with maximal support.*

Annual Goal: *Kevin will be able to walk independently with a walker for functional classroom activities.*

Short-Term Objectives (Include Evaluation Criteria)	Services Needed	Duration of Services	
		Beginning Date	Ending Date
1. Kevin will stand with walker without support and walk 3 feet with standby supervision of the physical therapist.	Physical Therapist	9/78	
2. Kevin will walk with the walker 10 feet with verbal support.			
3. Kevin will move independently to classroom activity areas.			
4. Using a walker, Kevin will be able to rise and stand from a chair and sit in a chair after walking without assistance.			

Curriculum Area:

Fine Motor

Present Level of Functioning: *Kevin can pick up objects using a pincer grasp, and is able to complete match to sample tasks.*

Annual Goal: *Kevin will match a bead pattern of various shapes and colors and string them in a left-to-right sequence.*

Short-Term Objectives (Include Evaluation Criteria)	Services Needed	Duration of Services	
		Beginning Date	Ending Date
1. Kevin will match the bead pattern (one color and shape) and string them in a left-to-right sequence correctly for 4 of 5 trials.	Occupational Therapist Teacher/Aide	9/78	
2. Kevin will match the bead pattern (two colors and one shape) and string them in a left-to-right sequence correctly for 4 of 5 trials.			
3. Kevin will match the bead pattern (two colors and two shapes) and string them in a left-to-right sequence correctly for 4 of 5 trials.			
4. Kevin will match the bead pattern of various shapes and colors and string them in a left-to-right sequence correctly for 4 of 5 trials.			

Curriculum Area:

Communication

Annual Goal: *Kevin will point to a picture of food, cup or commode at the appropriate time to indicate his needs.*

Short-Term Objectives (Include Evaluation Criteria)	Services Needed	Duration of Services	
		Beginning Date	Ending Date
1. Kevin will point to a picture of food when it is time for snack and meals correctly for 4 of 5 trials. 2. Kevin will point to the picture of the commode when he needs the bathroom correctly for 4 of 5 trials. 3. Kevin will point to the picture of a cup when he wants a drink correctly for 4 of 5 trials. a. no distractor b. one distractor c. two distractors	Speech Therapist	9/78	

Curriculum Area: *Cognitive (Pre-Academic)*

Present Level of Performance: *Kevin can match objects, sort key color and attributes.*

Annual Goal: *Kevin will point to a circle, square, and triangle on command.*

Short-Term Objectives (Include Evaluation Criteria)	Services Needed	Duration of Service	
		Beginning Date	Ending Date
1. Kevin will point to a circle (square, triangle) with no distractors, for three consecutive days.	Teacher/Aide	9/78	
2. Kevin will point to a circle (square, triangle) with one distractor for three consecutive days.			
3. When presented a circle, square and triangle, Kevin will point to the correct shape on command with 100% accuracy for three consecutive days.			

Curriculum Area: *Activities of Daily Living*

Present Level of Functioning: *Kevin can remove his jacket and shirt when given assistance with buttons.*

Annual Goal: *Kevin will unbutton his shirt and coat independently.*

Short-Term Objectives (Include Evaluation Criteria)	Services Needed	Duration of Services	
		Beginning Date	Ending Date
1. Kevin will unbutton 3, 1" buttons, independently for 3 consecutive days. 2. Kevin will unbutton 3, 3/4" buttons, independently for 3 consecutive days. 3. Kevin will unbutton 3, 1/2" buttons, independently for 3 consecutive days. 4. Kevin will unbutton any button on his shirt or coat independently.	Occupational Therapist Teacher/Aide	9/78	

(Sample IEP Continued)

Percent of time to be spent within the regular classroom - 0%. It is the recommendation of the local placement committee that the program for the severely handicapped will provide the least restrictive educational alternative and best meet Kevin Wilson's present needs.

I have had the opportunity TO PARTICIPATE in the development of the Individual Education Program.*

Parent's Signature

* Parents must be invited and encouraged to participate. However, the signature of the parents does not necessarily mean that they agree with the IEP.

The following curriculum areas are needed for those working with the severely handicapped.

Language and Communication

The top priority of a program for the severely handicapped is to provide each child with a means of making his/her basic needs and wants known to others in the environment. For this reason it is essential that a curriculum for severely handicapped children include opportunities for development of language and communication.

Speech is the most efficient means of communication; however, for some children speech is an impossibility. For these students augmentative communication systems should be developed based upon the ability of the student to produce a consistent reliable response. Augmentative communication systems can include communication or language boards, electronic scanning or coding devices and electronic voices.

Motor Skills

A severely handicapped child's limited mobility seriously reduces independence and chances for maximum interaction with the environment. Motor development will be the next priority area for the young child for these skills are prerequisites for other skill development areas such as self-help, pre-academics and perceptual motor skills.

Handicapping conditions may prevent independence in many skill areas. In this case, the teacher should look for ways to change the child's environment to promote independence whenever possible. For example, bars attached to classroom walls and school halls might enable an otherwise non-ambulatory student an opportunity to ambulate. Many devices can be made with minimal expenses, and an occupational and/or physical therapist can recommend them. The classroom can be altered to facilitate easier and more independent movement for the severely handicapped child.

Sensory Stimulation

Normal infant experiences stimulate the development of sensory skills. If a child is handicapped, first hand experience with the environment is often limited. The curriculum for severely handicapped will include sensory stimulation that enhance body awareness through tactile stimulation and include opportunities for stimulation of the senses of smell, sight, hearing and taste. Motorical imitations and sequencing of movements will also be stressed. Some students may seem unresponsive to sensory stimulation, but often with repeated daily activities the senses can be trained to become alert to environmental experiences.

Activities of Daily Living

Activities of daily living include the basic self-help skills as well as home economics and personal hygiene. These skills should be taught so that the child will learn to function as independently as possible in the least restrictive environment. Severely handicapped children, even if they are severely physically involved, are capable of developing skills when modifications and adaptations are made. These modifications can be made with the recommendations of physicians, physical, occupational therapist and speech/language therapists.

Social Skills

The acquisition of social skills is important for all students but especially for the older ones. Therefore, this will be a high priority curriculum area for adolescent students. Social skills will enable these students to function effectively and appropriately in the natural environment. Social skills include the manner in which the child is able to cope with tasks and demands in the environment and the ability to take responsibility of personal and social behaviors. The child must learn to interact with peers and adults, accomplish tasks, make judgments as well as exhibit appropriate social and emotional behavior.

Pre-academics/Academic Skills

Pre-academic skills are those skills which are prerequisites to academic skills which would include such tasks as form matching, size discrimination, directionality and more or less concepts. Academic skills, such as reading, writing and arithmetic, are those skills which allow the student to further his interaction with the environment.

Vocational Training

For the adolescent students, emphasis must be placed on the development of skills which will enable them to seek employment, placement in a workshop or assist in tasks that will make each student a contributing member of a group. Vocational skills will include learning to operate simple shop equipment and tools as well as being able to complete basic home economic skills.

Leisure Time Activities

Everyone needs rewarding and enjoyable leisure time activities. . . . Students must be helped to plan, select, and enjoy participation activities, spectator activities and appreciation activities during free time (Bigge and O'Donnell, 1976). Children should be encouraged to explore activities of interest and to choose materials and supplies independently. For this reason, toys, manipulative activities, as well as art supplies should be accessible to the students for their use at the appropriate times. Activities such as caring for plants and animals, music, playing bingo or card games should be incorporated into the curriculum.

Support Organizations

The following organizations are available to assist those with concerns about the mildly and moderately retarded:

a) Organizations related to mental retardation are:

Advocacy Council for the Mentally Ill and
Developmentally Disabled
N. C. Department of Administration
Room 107, Howard Building
112 West Lane Street
Raleigh, North Carolina 27603
Telephone: (919/733-3111)

Association for Residences for the Retarded
Hilltop Home for Retarded Children
3006 New Bern Avenue
Raleigh, North Carolina 27610
Telephone: (919/834-2315)

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Division for Disorders of Development and Learning
Biological Sciences Research Center
University of North Carolina
Chapel Hill, North Carolina 27514

Easter Seal Society for Crippled Children and
Adults of N.C., Inc.
832 Wake Forest Road
Raleigh, North Carolina 27604
Telephone: (919/834-1191)

Governor's Advocacy Council of Children and
Youth (1-21)
112 West Lane Street
Raleigh, North Carolina 27603
Telephone: (919/733-6880)

North Carolina Association of Directors of Develop-
mental Disability Centers
Rockingham Enrichment Center
Post Office Box 441
Madison, North Carolina 27025
Telephone: (919/427-4735)

North Carolina Association for Retarded Citizens
3300 Woman's Club Drive
Raleigh, North Carolina 27612
Telephone: (919/782-5114)

North Carolina Mental Health Association
Suite 222
3701 National Drive
Raleigh, North Carolina 27612
Telephone: (919/782-7662)

Parents and Professionals for Handicapped Children
Post Office Box B-26214
Raleigh, North Carolina 27611
Telephone: (919/832-7535)

Spina Bifada Association of North Carolina
Post Office Box 4831
Winston-Salem, North Carolina 27105

- b) The four state residential centers for the mentally handicapped are:

Caswell Center
Kinston, North Carolina 28501

Murdoch Center
Butner, North Carolina 27509

O'Berry Center
Goldsboro, North Carolina 27530

Western Carolina Center
Morganton, North Carolina 28655

Other organizations are available to help those with concerns about the severely retarded or general concerns about any mentally handicapped child. Lists of those organizations and service resources follow.

NATIONAL ORGANIZATIONS AND INFORMATION SERVICES

The American Association for the Education of the Severely/
Profoundly Handicapped
1600 West Armory Way
Seattle, Washington 98119
(206) 283-5055

American Association on Mental Deficiency
AAMD Information Center
5201 Connecticut Avenue, NW
Washington, DC 20015

Information Service
Bureau of Child Research
University of Kansas
Lawrence, Kansas 66045

National Center for the Severely Handicapped
Jane Gibson
Co-Editor, Newsletter
2443 South Colorado Boulevard #227
Denver, Colorado 80222

Dr. Lou Brown
427 Education Building
University of Wisconsin
Madison, Wisconsin 53706

Dr. Norris G. Haring
Experimental Education Unit
CDMRC WJ-10
University of Washington
Seattle, Washington 98195

Dr. Ken Jens
Biological Science Research Center
University of North Carolina at Chapel Hill
Chapel Hill, North Carolina 27514

DIRECTORY OF ORGANIZATIONS

CONSUMERS AND PROFESSIONALS

Children with Special Needs

Advocacy Council for the Mentally Ill and Developmentally
Disabled
N.C. Department of Administration
Room 107, Howard Building
112 West Lane Street
Raleigh, North Carolina 27603
Telephone: (919) 733-3111

Alexander Graham Bell Association for the Deaf
3417 Volta Place, NW
Washington, DC 20007

Association for Residences for the Retarded
Hilltop Home for Retarded Children
3006 New Bern Avenue
Raleigh, North Carolina
Telephone: (919) 834-2315

Division for Disorders of Development and Hearing
Biological Sciences Research Center
University of North Carolina
Chapel Hill, North Carolina 27514

Easter Seal Society for Crippled Children and Adults
of North Carolina, Inc.
832 Wake Forest Road
Raleigh, North Carolina 27604
Telephone: (919) 834-1191

Governor's Advocacy Council of Children and Youth (0-21)
112 West Lane Street
Raleigh, North Carolina 27603
Telephone: (919) 733-6880

North Carolina Association of Directors of Developmental
Disability Centers
Rockingham Enrichment Center
Post Office Box 441
Madison, North Carolina 27025
Telephone: (919) 427-4735

North Carolina Association for the Emotionally Troubled
624 W. Cameron Avenue, Trailer G
Chapel Hill, North Carolina 27514

North Carolina Association for Retarded Citizens
3300 Woman's Club Drive
Raleigh, North Carolina 27612
Telephone: (919) 782-5114

North Carolina Mental Health Association
Suite 222
3701 National Drive
Raleigh, North Carolina 27612
Telephone: (919) 782-7662

North Carolina Speech, Hearing and Language Association, Inc.
3008-L Lawndale Drive
Greensboro, North Carolina 27405

Parents and Professionals for Handicapped Children
Post Office Box B-26214
Raleigh, North Carolina
Telephone: (919) 832-7535

Spina Bifada Association of North Carolina
Post Office Box 4831
Winston-Salem, North Carolina 27105

All Children

American Academy of Pediatrics
North Carolina Chapter
3000 New Bern Avenue
Raleigh, North Carolina 27610
Telephone: 966-5301

North Carolina Conference for Social Services
Post Office Box 532
Raleigh, North Carolina 27602
Telephone: 733-3593

North Carolina Congress of Parents and Teachers
3501 Glenwood Avenue
Post Office Box 10607
Raleigh, North Carolina 27605

North Carolina Council of Family Service Agencies, Inc.
518 West Jones Street
Raleigh, North Carolina
Telephone: 834-6264

North Carolina Family Life Council
Route 9, Box 112
Salisbury, North Carolina
Telephone: 633-2126

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North Carolina Federation of Child Development Centers
2111 Concord Street
Durham, North Carolina 27707
Telephone: 445-3002

Training and Technical Assistance

Training and financial assistance is available through a number of resources. The notebook appendix contains a copy of the DEC application for tuition and fees for courses taken that are needed to help you become certified. Also, you will find detailed information on programs and courses offered (if there are any) at the various Universities and Colleges in the mentally handicapped area. For further information please refer to that section of the notebook.

The following training information should be helpful to those interested in working with mild (educable) and moderate (trainable) retarded children.

a) Areas of Training for Teachers

- 1) Teachers should be certified or working toward certification in accordance with the schedule in Rules in the area of mental retardation.
- 2) Teachers should have competencies in the following areas:

Content and overall knowledge (definition, etiology, learning and behavioral characteristics, professional organizations, research, etc.) in the area of mental retardation;

Professional skills, techniques, methodologies (assess and diagnose learners; select; design and modify curricula; plan instruction, implement instructional strategies, etc.); and

Professional attitudes and values.

b) Training Programs

- 1) The following colleges and universities provide training programs (graduate and/or undergraduate level) for teachers in the area of mental retardation:

Appalachian State University
Boone, North Carolina 28607
(704/262-2182) U/G

Bennett College
Greensboro, North Carolina 27420
(919/273-4431) U

East Carolina University
Greenville, North Carolina 27834
(919/757-6814) U/G

Elizabeth City State University
Elizabeth City, North Carolina 27909
(919/335-0551) U

Greensboro College
Greensboro, North Carolina 27420
(919/272-7102) U

North Carolina Central University
Durham, North Carolina 27707
(919/683-6478)

North Carolina State University
Raleigh, North Carolina 27607
(919/737-3221) G

Pembroke State University
Pembroke, North Carolina 28373
(919/521-4214)

Sacred Heart College
Belmont, North Carolina 28012
(704/825-5375)

University of North Carolina
Chapel Hill, North Carolina 27514
(919/933-5579) G

University of North Carolina
Charlotte, North Carolina 28223
(704/597-2381) PA

University of North Carolina
Greensboro, North Carolina 27402
(919/379-5997) U

University of North Carolina
Wilmington, North Carolina 28401
(919/791-4330) U

Western Carolina University
Cullowhee, North Carolina 28723
(704/227-7310) U/G

Code: U=Undergraduate G=Graduate PA=Pending Approval

- 2) The Division for Exceptional Children sponsors a limited number of summer special study institutes for teachers to develop skills and competencies not included in college courses.

The following bibliographies are presented as possible resources for technical assistance to any who are concerned with the mentally handicapped. The bibliographies cover a number of topics and areas.

LANGUAGE AND COMMUNICATION

Bliss, C. K. Ontario Crippled Children's Centre Symbol Communication Research Project: Teaching Guideline. Ontario: Crippled Children's Centre, September, 1974. (available from: 350 Ramsey Road, Toronto, Ontario M4G1R8).

Carren, J. Non-Speech Language Imitation Program. H & H Enterprises, Inc., Box 3342, Lawrence, Kansas 66044.

Fredricks, H. D., Bud, et al. The Teaching Research Initial Expressive Language Programs. Monmouth, Oregon: Instructional Development Corporation, 1974.

McDonald, J. D., & Schultz, A. R. Communication Boards for Cerebral Palsied Children. Journal of Speech and Hearing Disorders, 1973, XXXVII (1), 73-88.

MacDonald, J. D., & Horstmeier, D. S. Environmental Language Intervention Program. Columbus, Ohio: Charles E. Merrill, 1978.

Vanderheiden, G., & Gilly, K. Non-Vocal Communication Techniques and Aids for the Severely Physically Handicapped. Baltimore: University Park Press, 1976.

Vanderheiden, G., & Harris-Vanderheiden, D. Communication Techniques and Aides for the Non-Vocal Severely Handicapped. In L. Lloyd (Ed.), Communication Assessment and Intervention Strategies. Baltimore: University Park Press, 1976.

Vicker, D. (Ed.) Non-Vocal Communication System Project: 1964/1973. Iowa City: University Hospital School, University of Iowa, 1974.

SELF-HELP

Axrin, H. H. & Foxx, R. M. Toilet Training in Less Than a Day, Champaign, Illinois: Research Press.

Cloth Research Development Foundation. One Rockefeller Plaza, Suite 1912, New York, N.Y. 10020. Information about Levi Strauss Jeans adopted for handicapped and sources of other adopted clothes.

Fredricks, H. D. Bud: Baldwin, V. L., Grove, D. N. & Moore, W. G. Toilet Training the Handicapped Child, Instructional Development Corporation. P.O. Box 361, Monmouth, Oregon 97361, 1975. \$2.50

Holser-Buehler, P. The Blanchard Method of Feeding the Cerebral Palsied. The American Journal of Occupational Therapy, 1966, 20(1), 31-34.

Kamenetz, H. L. The Wheelchair Book. Springfield, Illinois; Charles C. Thomas, 1969.

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Multihandicapped

Definition

Multihandicapped students are students who have a combination of two or more handicaps (such as mentally handicapped/emotionally handicapped, mentally handicapped/blind, deaf/blind, etc.), the combination of which causes such developmental and educational problems that the children cannot be properly accommodated to in special programs that primarily serve one area of handicapping condition. Children who are severely multihandicapped have serious primary disabilities that are cognitive and/or behavioral and require significantly more resources than are provided for less handicapped children.

Behaviors and Traits

The specific behavioral characteristics of multihandicapped children will depend on the combination of problems that the individual child has. Thus, you will need to refer to those sections of the notebook that cover each of the conditions which, when combined, will "make-up" the multihandicapped child of your concern. Obviously, there can be an infinite number of combinations. The common factor among all multihandicapped children is probably the fact that they are severely handicapped in some way.

Classroom Environment

See the various other sections again, depending on the unique combinations of your students. Your classroom will need to be very structured, that is, highly organized and extremely well planned and monitored. The sections under severely handicapped would probably be most helpful.

Curriculum Resources

Refer to the other sections.

Support Organizations

Refer to the other sections in your notebook.

Training and Technical Assistance

Training and technical assistance is available through a number of resources. In the appendix of the notebook you will find an application for tuition and fees for courses taken that are needed to help you become certified. Also, you will find detailed information on programs and courses offered (if there are any) at the various Universities and Colleges in the multihandicapped area. For further information please refer to that section of your notebook. Also, see the other sections of the notebook, especially the section on severely handicapped students.

Supportive services for the professional staff. Ongoing support can often be provided by a co-worker in one's local education agency or community, for example, the Coordinator for Exceptional Children's Programs, a fellow teacher, the counselor, principal or school psychologist. Assistance from persons outside the LEA is available from the Division for Exceptional Children. The Regional Education Centers have a staff to provide technical assistance to local education agencies upon request. Services include assistance in coordinating, identifying and developing services for exceptional children within the region; conducting needs assessments and child find activities; and selecting instructional strategies and materials appropriate for special needs.

In addition, the Division for Exceptional Children in Raleigh has personnel with special training and experience in working with the multihandicapped student to provide assistance, upon request, to local education agencies statewide.

Orthopedically Impaired

Definition

An orthopedically impaired child possesses a severe orthopedic impairment which adversely affects his/her educational performance. The term includes impairments caused by congenital anomalies and impairments from other causes.

Behaviors and Traits

As there are a variety of impairments that fall under the category of orthopedically impaired, there are therefore a variety of behavior patterns and traits depending upon the specific problem. Hallahan and Kauffman¹ note that there is not a "personality type" associated with any physical handicap. Physically handicapped describes a number of problems, and those descriptions are summarized below.

Cerebral Palsy may be considered as part of a brain-damage syndrome which includes motor and psychological dysfunction, convulsions, or behavior disorders due to organic damage. Some individuals may only show one indication of the brain damage; however, many show combinations of problems, and the usual definition includes a condition characterized by paralysis, weakness, uncoordination, and/or other motor difficulties due to brain damage. The symptoms may be mild or profound. Other possible problems could include all of the following:

- movement and posture
- language
- seizures
- mental retardation
- vision and perception
- hearing
- speech

Spina Bifida is a congenital defect resulting from failure of the bony spinal column to close completely during fetal development. The defect may take place anywhere between the head and the lower end of the spine. As a result of this problem, nerve damage and paralysis can occur. The cause of spina bifida is not known. If given proper care, children with this impairment can learn to get around with braces, crutches, or in a wheelchair.

¹ Hallahan and Kauffman. Exceptional Children. Prentice-Hall, Inc., 1978.

Multiple Sclerosis is a chronic, slowly progressive disease of the central nervous system. There is a hardening or scarring of the protective myelin sheath of certain nerves. There are a variety of symptoms: visual disturbances, sensory difficulty, tremors, muscle weakness, spasticity, speech problems, dizziness, mild emotional problems, walking difficulties, and other problems.

Muscular Dystrophy is not a single disease, but, rather a category for a group of chronic diseases whose most prominent feature is the progressive degeneration of the skeletal or voluntary muscles. They are, for the most part, hereditary conditions. The biggest problem associated with muscular dystrophy is physical mobility, and the prospect of total disability or death. Muscular dystrophy does not cause mental retardation. However, oftentimes, those with some form of the disease are also mentally handicapped.

Classroom Environment

The type of environment needed will depend on the type of students and their unique needs. For general information the following sections discuss accommodations which may be necessary for students with various disabilities.²

Accommodations for students with neuromotor/orthopedic impairments.* The students we are referring to here have disabilities interfering with mobility and/or with use of the upper extremities, for example, cerebral palsy, amputations, or spinal cord injuries. Each individual's needs will vary, of course, depending on: the nature and severity of the disability; the presence of additional devices and mobility aids (e.g., wheelchair, crutches) used, as well as skill in using them; and the demands of the course. For some students with severe impairments modifications in the type

²Excerpt from: Foster, J., et. al. Guidance Counseling and Support Services for High School Students with Physical Disabilities. Cambridge Massachusetts: Technical Education Research Center, 1977.

*The authors have obtained many of the suggestions presented in this section from the following publication: Harold E. Yunker et. al., Educational and school equipment for physically disabled students. Albertson, New York: Human Resources Center, 1967.

and arrangement of educational equipment will be necessary. Examples pertinent to all classrooms may include adjustable and movable desks and work tables, specially designed seats, and ample storage space for bulky special devices.

Conventional items of educational equipment which are designed to be non-limiting to students with physical disabilities can have educational benefits for nondisabled students as well. For example, a classroom with rows of fixed desks presents physical barriers as well as a safety hazard to students confined to wheelchairs or using crutches or leg braces. If adjustable tables replace the immovable seating equipment, the additional leg-room, larger work areas and more flexible seating arrangements will benefit all students. Equipment which can serve all students with little or no modification is most desirable.

Three pieces of standard audiovisual equipment are particularly useful in classes serving students with mobility or manipulative impairments. The overhead projector is recommended since the image projected is often larger than that which would be visible on a chalkboard. (This larger image also may be beneficial to some partially sighted students.) Students can also prepare their work on materials that can be projected by this device so that an alternative to chalkboard work is provided. Similarly, a video tape closed circuit television arrangement with large screen monitors allows for easy viewing by students throughout the room. It also allows for the projection and storage of video tapes which teachers can use again and students can review. For demonstrations, an overhead pivoting mirror installed in a vertical position above the demonstration table allows students to view demonstrations from their seats, without crowding about the demonstration table. Such an arrangement also helps nondisabled students to view demonstrations and provides for efficient use of class time since no time need be lost in leaving and returning to seats.

Laboratory equipment and facilities may require these modifications:

- Absence of obstructions, ample space between aisles and around power equipment
- Non-skid floor for students who use crutches and wheelchairs
- Alterations in the height of work benches -- typically these have to be lowered and recessed to accommodate students in wheelchairs

- Simple cabinet handles (rather than knobs) for amputees with prostheses
- Mobile demonstration table that can be moved from student to student
- Sinks and water controls should be accessible to students in wheelchairs -- batwing faucets that require minimal manual dexterity for manipulation and gooseneck spigots that allow ample room between the sink and the spigot are especially helpful for those students with upper extremity orthopedic involvement
- Outlets, faucets and other controls mounted toward the front and side of the work station (rather than mounted at the rear)
- Guard plates (where feasible) on power equipment
- Machine switches on power equipment may have to be moved for easier accessibility
- Semi-stationary equipment should be put on variable height bases
- Regular equipment may need to be adapted, e.g., hand controls added to machines usually operated by foot controls
- Special light weight hand tools or tools with extra large handles for easy use by students with weak hands

The following minor adaptations which are desirable for orthopedically impaired home economics students are representative of quick, low-cost modifications which can be made or purchased for disabled students in other laboratory courses:

- Cutting board mounted on suction cups so that students with only one hand or with minimal strength will not have to hold the board steady
- Peeling screw to hold vegetables to be peeled
- Electric scissors for students with minimal motor control
- Grocer's hook for reaching items

- Electric mixer with a lever control instead of the dial-type speed control (also useful for visually impaired students)
- A lightweight sewing machine placed on a tray to be fitted over the arms of a wheelchair

Various modifications of typewriters may be needed by students with manipulative impairments:

- The use of electric typewriters requires 1/10 to 1/15th the finger pressure needed to operate manual typewriters and reduces energy expenditure by 95%. Sometimes adjustment of touch control is all that is needed to give some disabled students control over the keys.
- A Dvorak typewriter can be obtained with a rearranged alphabet on the keyboard (for one-handed typing).
- Typing sticks can be attached to holders that fit in the hands of those capable of using their hands but not their fingers.
- Place a box in front of the typewriter, so that the cerebral palsied student may rest his hands on the box to achieve better control.
- An arm rest can be purchased for an IBM Selectric for about 15\$. The typewriter is placed into the arm rest frame which gives the cerebral palsied student a rest surface in front of, and at the same height as, the typewriter.
- A plate for the cerebral palsied student can be purchased for about 5\$ and can be attached to the IBM Selectric typewriter. This plate is easily secured to the typewriter by drilling two holes on the frame of the typewriter and screwing the plate in place. The student then rests his/her fingers on the plate and slides up to the hole of the key s/he wishes to depress.
- The Remington Electric typewriter can be purchased with a permanent plate over the keys to help the cerebral palsied student to have better control of the keyboard.

Additional recommendations for teachers serving students with neuromotor or orthopedic impairments include the following:

- ☐ Permit a student for whom transporting books and supplies is a burden to have a duplicate set of textbooks or other supplies, one to be stored in the classroom and the other to be kept at home.
- ☐ Be familiar with the many special devices (oversized pencil or special pencil holder, easel to hold books, page turner for books, special typewriter plate) that can assist the student in compensating for the lack of manipulative ability.
- ☐ Encourage a student with a manipulative impairment to learn to type, allow the student to type tests, homework, and any extensive written work required during the class period. If the noise is distracting to other students, the student can type in another designated setting.
- ☐ Arrange, or have the student arrange, notetaking services whereby a classmate makes a carbon copy of classroom lecture notes.
- ☐ Taping class lectures is not an adequate substitute for notetaking. In studying for a test, reviewing a tape of the entire lecture is extremely time-consuming.
- ☐ Allow students with manipulative impairments ample time to complete a task involving manual dexterity.
- ☐ The resource specialist, occupational therapist, or special education teacher should instruct students about the use of special devices, modified equipment, or procedures.
- ☐ Demonstrate a procedure, then let the student do it. Don't be overly concerned if the student makes a mistake; convert that mistake into a learning experience.
- ☐ Allow early dismissal from class to allow ample time and free access to the next class.
- ☐ Disabled students must be included in fire drill procedures.

Architectural accessibility. Quite obviously, an architecturally accessible facility is mandatory if students with physical disabilities are to be accommodated. Architectural accessibility is not a privilege for the disabled person, but rather, a right. The adopted regulations for implementing Section 504 of the Rehabilitation Act of 1973 mandate that any program or activity receiving or benefiting from funds from the Department of Health, Education, and Welfare may not prevent handicapped people from entering or participating because its facilities are not accessible. Since most schools are recipients of federal funds, they will be subject to Section 504 regulations. The proposed mandate does not require that every building, classroom, and stairway be made accessible.

Although total accessibility of the entire educational site is preferable, educational programs and school activities can be made usable by disabled individuals if some areas are renovated, and classes and activities are then relocated to those accessible areas. The disabled individual must have access to all programs, services, and activities to which nondisabled persons have access.

School planners should contact the office of Civil Rights in their Regional Department of Health, Education, and Welfare for further information on obligations relative to accessibility. Planners should also confer with their State Architectural Barriers Board or State Department of Education to identify state architectural accessibility requirements and to obtain consultation services and/or financial aid which may be available.

Orienting students to the school. Orienting new students to the school setting is of paramount importance (as is orienting their parents--see Parent Involvement). For incoming freshmen or sophomores an orientation plan consisting of several small group sessions at both their current attendance center and the new site is recommended. These sessions should be held prior to the time the student needs to plan a course of study for the coming year.

While a primary purpose of these sessions is information giving, students should be encouraged to ask questions and share with the counselor and each other concerns they may have regarding the new school environment and what may be expected of them. To an even greater extent than their nondisabled peers, students with a physical disability may feel ill at ease in a new situation: in addition to the transition problems facing all students (making new friends, adjusting to a new curriculum and new classroom performance standards), disabled students may have to confront situational barriers related directly or indirectly to their disability.

The orientation plan should include:

Information on courses and extra-curricular activities open to all students as well as those specially tailored for disabled students.

Information on ways in which the counselor and other ancillary and support service personnel can help the student.

The counseling process itself may be a new experience for the student. The counselor may need to explain that: counseling is a service open to all students (not just reserved for students who are disabled, who are discipline "problems", or who have academic difficulties); that it is more than psychometric testing and planning a course schedule; that all matters discussed will be held in strict confidence (even from parents) if the counselee so wishes; that not all problems can be solved in one or two counseling sessions; and, most importantly, that counseling is a cooperative effort and the counselor cannot solve the student's problems for him or her.

At the discretion of the counselor, members of an orientation group might engage in a number of role play activities that focus on situations a new student with a physical disability may encounter (e.g., how to request assistance from a teacher or able-bodied classmate; how to cope with stares, teasing, or excessive questions regarding the disability and/or prosthesis; how to politely refuse help that is not needed). Disabled students currently enrolled at the high school could be used as resource persons for this activity. This can introduce new students to relevant role models and can help them overcome feelings of isolation (e.g., my problem is not unique; she/he overcame a series of obstacles, so perhaps I can too).

Orientation to the new physical plant, with special attention to architectural accommodations (e.g., braille signs, location of elevators and ramps, lowered drinking fountains, special restroom facilities, etc).

A one-shot preview will usually not be sufficient for severely disabled students. Severely visually impaired students will need specialized mobility and orientation instruction after their class schedules have been determined. Students with lower extremity limitations (e.g., those using a wheelchair or crutches) may also need help in determining the most feasible route from one class to another and to other locations. It is the counselor's responsibility to arrange with a school or community-based mobility and orientation specialist to provide specialized instruction for the visually impaired student. For students with orthopedic impairments, the counselor or a faculty member will most likely be the person responsible for orientation to the new physical plant. If the counselor does a trial run in a wheelchair she/he will gain insight into problems the student might encounter.

Students should observe special aids and devices and modified equipment available to them in the resource room, academic classrooms, vocational shops and scientific laboratories. If at all feasible, students should see other individuals using this equipment and, in addition, should have an opportunity for carefully supervised "hands-on" experiences.

Curriculum Resources

The content of the curriculum will oftentimes be that which is used for regular students as academic deficits will not be present. Obviously, there will be exceptions to this with children who have more serious problems. What will be needed most often is special methods of teaching the content. Numerous resources are available to assist you, and some of them are presented below.

~~Some~~ special furniture may be needed.

- Specially designed tables

 - Cut out for wheelchairs

 - Standing table for support (Hanna & Graff, 1977)

- Special chairs that are supportive

- Proneboards--an upright support

- Other support items (handrails, desks that are stationary, etc.)

Special materials may be needed.

Special holders for writing utensils
Double-handed scissors
Electric scissors
Typewriters
Placement guides for paper
Language masters
Talking books
Communication boards

Consider writing to the following suppliers for more detailed information on what is available to assist you in the classroom.

CLEO Living Aids
3957 Mayfield Road
Cleveland, Ohio 44121

Fred Sammons, Inc.
Be OK: Self-Help Aids
Box 32
Brookfield, Illinois 60513

Help Yourself Aids for Independence
Box 15
Brookfield, Illinois 60513

ITCA Information Center S-16
25 Fack Bromma 1
Sweden

Invacare Corporation Federal Business Center
Raritan Center, Building 443
Edison, New Jersey 08817

Paramedical Distributors
2121 Grand Avenue
P.O. Box 19777
Kansas City, Missouri 64141

The following resources contain information and illustrations that will be extremely useful to school planners and to personnel performing renovations:

Cotler, S., & DeGraff, A. Architectural Accessibility for the Disabled of College Campuses. State University of New York Construction Fund, 1976.

Tica, P., & Shaw, J. Barrier-Free Design: Accessibility for the Handicapped. City University of New York, Institute for Research and Development in Occupational Education, 1975.

*"Housing and Disabled People in North Carolina." Special Office for the Handicapped, North Carolina Department of Insurance, P.O. Box 26387, Raleigh, North Carolina 27611, 1980.

*"Are You Aware?" Special Office for the Handicapped, North Carolina Department of Insurance, P.O. Box 26387, Raleigh, North Carolina 27611, Revised 1980.

Additional publications to consult:

Accessibility Modification for the Handicapped. North Carolina Department of Insurance: 1979 Revised. Cost \$2.00 + tax.

Bigge, J. L., & O'Donnell, P. A. Teaching Individuals with Physical and Multiple Disabilities. Columbus, Ohio: Charles E. Merrill Publishing Company, 1976.

Lowman, E., & Klinger, J. Aids to Independent Living: Self-Help for the Handicapped. McGraw Hill, 1969.

Mace, R. Illustrated Handbook for the Handicapped. North Carolina Department of Insurance: 1979 Revised. Cost \$2.50 + tax.

Robinault, I. Functional Aides for the Multiply Handicapped. Harper and Row.

Slominski, A. Please Help Us Help Ourselves--Inexpensive Adapted Equipment for the Handicapped. United Cerebral Palsy of Central Indiana, 1977.

Yuker, H. E., et al. Educational and School Equipment for Physically Disabled Students. Human Resource Center, 1977.

*Free of charge for the first hundred.

Support Organizations

The following are some of the organizations available to assist you and others with concerns about the physically or orthopedically handicapped.

<u>Name</u>	<u>Address</u>	<u>Service</u>
Closer Look	Box 1942 Washington, D.C. 20013 202/833-4160	National information center to help parents find out about rights, how to get services, and locate a local group. Publishes a free newsletter, <u>The Closer Report</u> , with much helpful information.
National Easter Seal Society for Crippled Children and Adults	2023 West Ogden Avenue Chicago, IL 60612 312/243-8400	National organization to provide rehabilitation services to persons with physical handicaps. Local societies are throughout the country.
National Multiple Sclerosis Society	205 East 42nd St. New York, NY 10017 212/986-3240	A voluntary health agency. Provides literature, counseling, training, referral, group recreational activities, loans of special equipment and financial support of Multiple Sclerosis Clinics in local hospitals. Local chapters can be found throughout the country.
Spina Bifida Association of America	343 S. Dearborn Chicago, IL 60604 312/662-1562	National association to distribute information to parents and professionals; has local chapters throughout the country.
United Cerebral Palsy Association, Inc.	66 East 34th St. New York, NY 10016 212/481-6300	National association for information and service needs to families with a child with cerebral palsy.
Care-Line	800/662-7030 call toll free	North Carolina Dept. of Human Resources information and referral service for any type of human needs for families with handicapped children.

<u>Name</u>	<u>Address</u>	<u>Service</u>
N.C. Easter Seal Society for Crippled Children and Adults	832 Wake Forest Raleigh, NC 27604 919/834-1191	Provides financial assistance for crippled children and adults. Helps with the purchase of braces, orthopedic shoes and other prosthetic appliances. Provides for loan of wheelchairs, hospital beds, and other equipment. Provides funds for transportation to services, payments for therapy, evaluation, and treatment for clients who cannot pay these expenses.
Spina Bifida Association of N.C., Inc.	P.O. Box 4381 Winston-Salem, NC 27105 919/969-6722	Has an extensive library to provide the latest information to members. Publishes a monthly newsletter which is sent to all members and interested persons. Serves as an information exchange for parents and other concerned persons. Has as a goal to increase the public awareness and concern about Spina Bifida.
United Cerebral Palsy of N.C.	417 N. Boylan Ave. Raleigh, NC 27603 919/832-3787	Provides information on pre-school Readiness Programs for children with CP and other physical handicaps at development centers. Provides help in obtaining braces and other medical equipment. Provides assistance to those needing placement in longterm residential care.

Training and Technical Assistance

Training and technical assistance is available through a number of resources. In the appendix of the notebook you will find an application for tuition and fees for courses taken that are needed to help you become certified. Also, you will find detailed information on programs and courses offered (if there are any) at the various Universities and Colleges in the orthopedically impaired area. For further information please refer to that section of the notebook.

Supportive services for the professional staff. Ongoing support can often be provided by a co-worker in one's local education agency or community, for example, the Coordinator for Exceptional Children's Programs, a fellow teacher, the counselor, principal, or school psychologist. Assistance from persons outside the LEA is available from the Division for Exceptional Children. The Regional Education Centers have a staff to provide technical assistance to local education agencies upon request. Services include assistance in coordinating, identifying and developing services for exceptional children within the region; conducting needs assessments and child find activities; and selecting instructional strategies and materials appropriate for special needs.

In addition, the Division for Exceptional Children in Raleigh has personnel with special training and experience in working with the orthopedically impaired to provide assistance, upon request, to local education agencies statewide.

Other Health Impaired

Definition

Other health impaired refers to chronic or acute health problems such as heart conditions, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, genetic impairments or some other illness which may cause a student to have limited strength, vitality, or alertness to such an extent that special educational services are necessary.

Behaviors and Traits

As you can see from the definition on the preceding page, this category covers a number of impairments and problems. Thus, the behaviors and traits will vary from problem to problem and from individual to individual. Some of the health impairments will be described below.

Epilepsy is a convulsive type of disorder with seizures occurring because there is an abnormal discharge of electrical energy in the brain. Epilepsy by itself does not usually cause major difficulties in school as medication can usually control the seizures.

Diabetes is a hereditary or developmental type of problem which involves a failure of the pancreas to produce enough insulin. Most children with diabetes can lead normal lives if proper precautions and body care are taken.

Sickle Cell Anemia is a severe, chronic blood disease that occurs only in individuals who inherit the sickle gene from both parents. There are a variety of possible symptoms: loss of appetite, paleness, weakness, pain in the abdomen, legs, or arms, skin ulcers on the legs, swelling of joints, and jaundice. Children who have sickle cell do not grow properly. There is no known cure for this disease.

Asthma is a disease of the bronchial tubes of the lungs. Breathing is difficult at times or when the child is under an "attack." The child is usually reacting to an allergy of something that has entered his body from the outside. Asthma causes educational concern only when the "attacks" are frequent and/or severe.

Classroom Environment

For the most part, the classroom environment for other health impaired children is the same as that for normal children. The only exceptions to this would be when the health problem prevented the child from attending school. Then, the classroom environment would often be either the child's home or, in some areas, the hospital.

Curriculum Resources

The curriculum does not change basically for health impaired children. The only possible exception might be some added time on teaching the child how to take care of her/his body, given the particular health problem. Involvement with the parents and other community resources would be advisable.

Support Organizations

Consider contacting the following if you need specific information or help.

<u>Name</u>	<u>Address</u>	<u>Service</u>
Allergy Foundation of America	801 Second Avenue New York, NY 10017 212/876-8875	Provides a listing of allergy clinics available across the country as well as informational pamphlets describing different allergies (pamphlets cost 50¢ each).
National Hemophilia Foundation	25 West 39th St. New York, NY 10018 212/869-9740	Provides free literature on Hemophilia and the handicapping conditions which can result from this disease. Provides referral services and was directly responsible for the establishment of 23 diagnostic centers for Hemophilia across the country which provide training and rehabilitation.
Epilepsy Foundation of America	1828 L St. NW Washington, DC 20036 202/293-2930	A national agency for people with epilepsy. Provides free information on epilepsy and its consequences and educational materials to individuals and groups dealing with seizures disorders. Provides referral service, monitors related legislative activity, and is a strong advocate to help obtain needed services and rights for those with epilepsy.

You may also want to refer to Part I of the notebook. The section on organizations for parents may be helpful as there are some general support groups that assist all categories of handicaps. Consider using some of them if you need help.

Training and Technical Assistance

Training and technical assistance is available through a number of resources. In the appendix of the notebook you will find an application for tuition and fees for courses taken that are needed to help you become certified. Also, you will find detailed information on programs and courses offered (if there are any) at the various Universities and Colleges in the other health impaired area. For further information, please refer to that section of the notebook.

Supportive services for the professional staff. Ongoing support can often be provided by a co-worker in one's local education agency or community, for example, the Coordinator for Exceptional Children's Programs, a fellow teacher, the counselor, principal or school psychologist. Assistance from persons outside the LEA is available from the Division for Exceptional Children. The Regional Education Centers have a staff to provide technical assistance to local education agencies upon request. Services include assistance in coordinating, identifying and developing services for exceptional children within the region; conducting needs assessments and child find activities; and selecting instructional strategies and materials appropriate for special needs.

In addition, the Division for Exceptional Children in Raleigh has personnel with special training and experience in working with the other health impaired student to provide assistance, upon request, to local education agencies statewide.

Seriously Emotionally Handicapped

Definition

A serious emotional handicap in children is defined as behavior that is developmentally inappropriate or inadequate in educational settings as indicated by one or more of the following characteristics:

An inability to learn that cannot be explained by intellectual, sensory, neurophysical or general health factors;

An inability to build or maintain satisfactory interpersonal relationships with peers or teachers;

Inappropriate or immature types of behavior or feelings under normal conditions;

A general pervasive mood of unhappiness or depression;

A tendency to develop physical symptoms, pains or fears associated with personal or school problems.

The behavior must be of sufficient duration, frequency and intensity to call attention to the need for intervention on behalf of the child to ensure his/her educational success. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally handicapped.

Behaviors and Traits

One way to view the behaviors and traits of the emotionally handicapped is to expand upon the various sections of the definition. The Division for Exceptional Children's guidelines on emotionally handicapped pupils¹ has further explained the definition as follows:

Inability to learn what cannot be explained by intellectual, sensory, neurophysical or general health factors.

An inability to learn is, perhaps, the single most significant characteristic of emotionally handicapped children in school. Non-learning of this kind may be manifested as an inability to profit from any school learning experiences as well as an inability to master skill subjects. The non-learner may fall behind almost imperceptibly in the first few grades but finds himself in deep water by the time he reaches 4th grade. There are some students, too, who seem to be keeping pace until they reach junior high school, when they begin to flounder badly.²

Inability to build or maintain satisfactory interpersonal relationships with peers or teachers.

It is not just "getting along" with others that is significant here. The term "satisfactory interpersonal relations" refers to the ability to demonstrate sympathy and warmth toward others, the ability to stand alone when necessary, the ability to have close friends, the ability to be aggressively constructive, and the ability to enjoy playing by oneself. In most instances, children who are unable to build or maintain satisfactory interpersonal relationships are noticed by their peers, or are most clearly visible to their peers. Teachers, however, are also able to identify many such children after a period of observation.

¹Emotionally Handicapped Pupils: Developing Appropriate Educational Programs, Division for Exceptional Children, Raleigh, North Carolina. Revised 1980.

²Material in italics from: Long, Morse, & Newman, Conflict in the Classroom. "In-School Screening of Children with Emotional Handicaps." Bower, E. & Lambert, N. M., Wadsworth Publishing Company, Inc., 1971, 142-143.

Inappropriate or immature types of behavior or feelings under normal conditions.

Inappropriateness of behavior can often be sensed by the teacher and peer groups. "He acts like a baby almost all the time," or "He acts funny lots of times," are judgments often heard that describe such behavior. The teacher may find some children reacting to a simple command, like "Please take your seat," in wildly disparate or incongruous ways. What is appropriate or inappropriate, mature or immature, is best judged by the teacher using his professional training, his daily and long-term observation of the child, and his experience working and interacting with the behavior of large numbers of children.

A general pervasive mood of unhappiness or depression.

Children who are unhappy most of the time may demonstrate such feelings in expressive play, art work, written composition, or in discussion periods. They seldom smile and usually lack a "joy of living" in their school work or social relationships. In the middle or upper grades a self-inventory is usually helpful in confirming suspicions about such feelings.

A tendency to develop physical symptoms, pains, or fears associated with personal or school problems.

Often, this tendency is first noted by the child himself. Illness may be linked regularly to school pressures or develop when a child's confidence in himself is under stress. Speech difficulties resulting from emotional distress are usually painfully audible to the teacher and parent.

The following information, also from the guidelines, may help you recognize some of the behaviors characteristic of emotionally handicapped children. This list is contained in the "initial screening" section of the manual.

Initial screening. Emotionally handicapped pupils identified early in life can be helped with less trouble to themselves and their communities than would be the case later in life. Below is a list of specific behaviors which may assist teachers in recognizing pupils who have emotional handicaps. As indicated by these behaviors, some emotionally handicapped pupils have problems with too much behavior, i.e., aggression, while others have problems with too little behavior, i.e., withdrawal. It is also important to note that during the course of growing up, many children, at one time or another, exhibit such behaviors. However, most of these children are never labeled as emotionally handicapped because

their "behavior is moderate in degree, only occurs infrequently, and has no apparent pattern," to use Frank Hewett's phrase.

If pupils are exemplifying any one of these behaviors to such an extent that they are not progressing in school, the teacher, other professional educator, or parent should be alerted to a possible problem and request consultation.³

Short Attention Span--Unable to Concentrate:

-not able to pay attention long enough to finish an activity.

Restless or Hyperactive:

-moves around constantly, fidgets: does not seem to move with a purpose in mind; picks on other children.

Does Not Complete Tasks--Careless, Unorganized

Approach to Activities:

-does not finish what is started; does not seem to know how to plan to get work done.

Listening Difficulties--Does Not Seem to Understand:

-has trouble following directions; turns away while others are talking; does not seem to be interested.

Avoids Participation With Other Children or Only Knows How to Play by Hurting Others:

-stays away from other children; always plays alone; leaves a group of children when an activity is going on; bites, hits, or bullies.

Avoids Adults:

-stays away from adults; does not like to come to adults for attention.

Overly Dependent on Adults:

-desires constant reassurance or attention from teachers, principals, or other school personnel.

Repetitive Behavior:

-does some unusual movement or repeats words over and over; cannot stop activity himself.

³From "Identifying Children With Special Needs." a brochure published by the Rutland Center, Athens, Georgia.

Ritualistic or Unusual Behavior:

- has a fixed way of doing certain activities in ways not usually seen in other children.

Resistant to Discipline or Direction (impertinent, defiant, resentful, destructive, or negative):

- does not accept directions or training; disagreeable, hard to manage; destroys materials or toys deliberately; temper tantrums.

Unusual Language Content (bizarre, strange, fearful, jargon, fantasy):

- very odd or different talk with others or in stories.

Speech Problems:

- rate: speech that is unusually fast or slow.
- articulation: difficulty making clear speech sounds.
- stuttering: difficulty with flow of speech; repeating sounds, words, or phrases; blocking words or sounds.
- voice: unusually loud, soft, high or low; scratchy.
- no speech: chooses not to talk or does not know how to talk so that others can understand.

Physical Complaints:

- talks of being sick or hurt; seems tired or without energy.

Echoes Other's Speech:

- repeats another person's words without intending for the words to mean anything.

Lack of Self-Help Skills:

- unable to feed self, unable to dress self, unable to conduct toilet activities unaided, or to carry out health practices such as washing hands, brushing teeth, etc.

Self-Aggressive or Self-Derogatory:

- does things to hurt self.
- says negative things about self.

Temperamental, Overly Sensitive, Sad, Irritable:

- moody, easily depressed, unhappy, shows extreme emotions and feelings.

Classroom Environment

Components of the classroom environment will vary depending on the type of model used to deliver services to the emotionally handicapped students. The following information from the guidelines explains some of the different models used.

Service delivery models. It is essential that school systems provide as many alternatives as possible to meet the needs of the emotionally handicapped pupil. Often a pupil may be placed in a particular program, i.e., residential program or resource room, because nothing else is available. The following continuum of services such as that shown in the chart on page is recommended. It is obvious that all local education agencies would not be able to provide all services within the local school system, i.e., residential school program. However, such programs should be available at least on a contractual basis. Smaller units, in particular, will need to design programs which are flexible enough to meet the needs of both the pupil who needs part-time placement and the pupil who needs full-time placement in a special class for a period of time, but can gradually return to the regular class.

As shown by the chart, (p. 224) educational services needed by emotionally handicapped pupils require a full continuum of services from the regular public school class to the residential hospital programs.

Regular Classroom With or Without Supportive Services:
Many emotionally handicapped pupils can be appropriately served in a regular classroom if teachers are trained in behavior management. A consulting teacher, counselor or school psychologist can provide assistance by observing the child in the classroom to help determine environmental conditions or events that precede the undesirable behavior. The teacher and support person can then work together to plan for modification of the environment and/or behavior management strategies. Supportive personnel and teachers may also work with parents and community agencies.

Regular Class Plus Supplementary Instructional Services:
Some local education agencies have gone one step further and added an aide to the regular classroom. The regular teacher, and aide, and support personnel are providing an appropriate education for some 24 regular students and six students who are identified as emotionally handicapped.

Part-time Special Class: The part-time special class is appropriate for the child who can function in a regular class for a portion of the day, but needs the support academically or socially of a more individualized class for one or two periods a day. An essential aspect of this program is that the resource teacher works closely with the parents, regular classroom teacher or teachers and other school personnel and community agencies who have contact with the child to plan and implement appropriate learning experiences for the child. The part-time special teacher's role should include an initial responsibility for no more than twenty children whose difficulties have been shown to stem primarily from a behavioral or emotional problem. A minimum of two hours daily beyond "in class" responsibilities should be allowed for the part-time special teacher to work in the regular classroom setting, to do planning and to function in general as a behavior management specialist. This could entail preventative and crisis intervention work with students and their teachers. Counseling techniques for exploring feelings, setting limits and goals, and contingency and social contracting are methods typically employed by a behavior management specialist in addition to the provision of appropriate and individualized academic task assignments.

Full-Time Special Class: Students who are not able to function in a regular classroom for even part of the day will need a full-time special class. Some units are utilizing such models as the Engineered Classroom, Developmental Therapy, or Re-Education in their full-time special classes.

Special Day Programs: This level in the continuum is usually used to specify special schools in public school systems; however, most local educating agencies in North Carolina are finding it more appropriate to locate programs for the emotionally handicapped in regular public school settings since the transition to the regular class can then be more gradual and can be more carefully monitored. Also, more consistent, ongoing, support can be given to the regular class teachers.

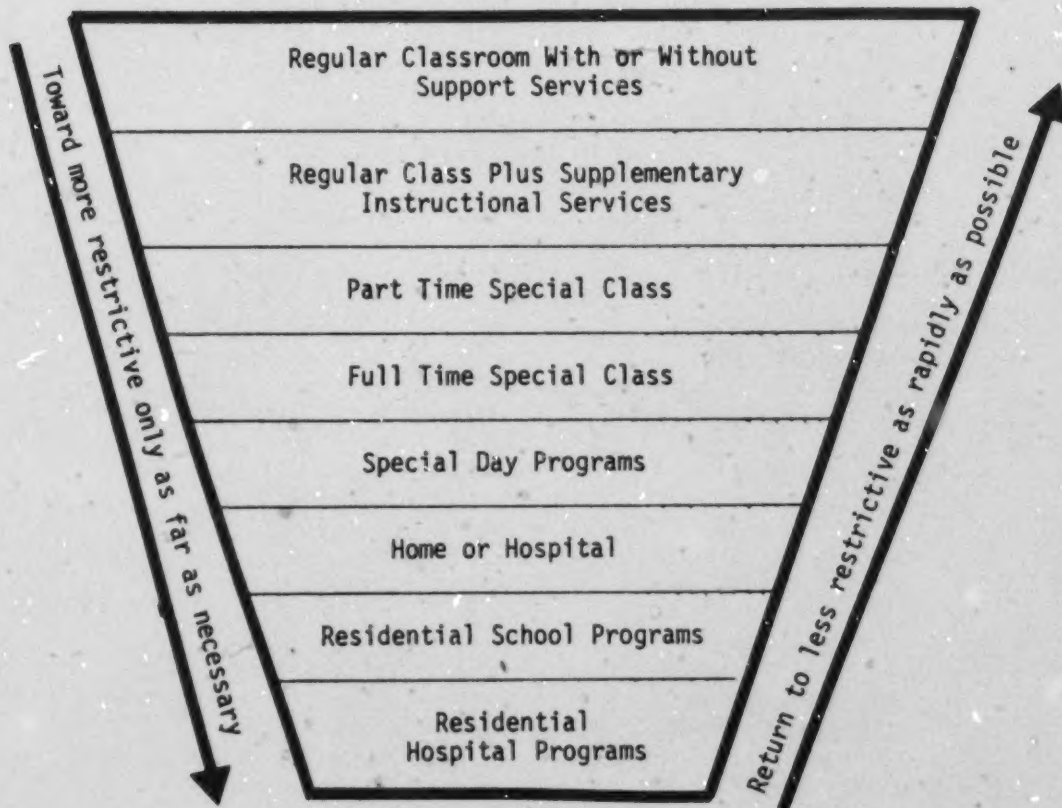
Some Special Day Programs for the seriously emotionally handicapped are found in residential school programs, such as Wright School, Alexander Children's Center, Homewood School, etc. These classes are designed to meet the needs of local students who cannot be appropriately served even in a full-time special class in a regular school and/or for students who were formerly in the residential program and are not being gradually returned to the home community and school. Many of these students have moved from the 24-hour residential setting to half-way houses or group homes and report to the day program for their educational program.

Homebound Services: It is generally acknowledged that homebound services for the seriously emotionally handicapped pupil are in inappropriate educational settings. However, there may be extenuating circumstances under which, at least temporarily, such an alternative may be deemed appropriate (e.g., maintaining a pupil until other placement can be arranged). Short-term placement in a hospital may be necessary in a crisis situation or for observation (for example, when a child is being placed on medication) and/or diagnosis and evaluation.

Residential School Programs: Residential school programs provide educational diagnosis and treatment to emotionally handicapped children who cannot be provided for in the home community. The length of stay in a residential program may vary from four months to eighteen months. Therapeutic camps and group homes may also be considered alternative school programs for the emotionally handicapped.

Residential Hospital Programs: Residential hospital services should be reserved for pupils who are very seriously handicapped and therefore need long-term psychiatric and residential treatment. Length of stay may vary from six months to several years.

A CONTINUUM OF SERVICES MODEL FOR
EMOTIONALLY HANDICAPPED PUPILS



SUPPORTIVE SERVICES

Special Classroom Materials
Consulting Teachers
Maternal Health Services
Occupational Education
Psychiatric Services
Psychological Services
Occupational Therapy
Vocational Rehabilitation
Physical Therapy
Remedial Reading
Speech Services
Social Services
Public Health
School Nurse

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Program development. Many of North Carolina's public school programs are utilizing the following basic models or at least some aspects of these models with specific modifications to meet the needs of the local unit.

The Re-Education Model⁴ is a system or ecological approach to working with the emotionally handicapped child. The focus is on the total child, including his ecological system; his home, his school, and his community. The tasks are (1) to form a goal-directed alliance among those involved in all parts of the system and (2) to pursue a united and concentrated plan of action designed to bring the ecological system into a more harmonious, functional relationship.

The following underlying concepts are considered important in the Re-Education Model:

Life is to be lived now - The child learns to master each day as it comes.

Time is an ally - Emotionally handicapped children have often been kept in traditional treatment programs for too long. Valuable time has been wasted. However, if appropriate goals are set at the beginning of a child's stay in a special program and if strategies for reaching the goals are well planned and well executed, more progress can be made in a much shorter time period.

Trust is essential - Children learn that adults can be trustworthy, helpful people. This development of trust is the first step in re-educating the emotionally handicapped child.

Competence makes a difference - Children learn that being able to do something well (read, play baseball or whatever) helps the child develop confidence and self-respect.

⁴The Wright School in Durham, Durham County Schools and Lincoln County Schools find the Re-Education Model an effective approach.

Symptoms can and should be controlled - In Re-Education, problem behaviors are not viewed or "cast" as reflections of deep emotional problems but as behaviors that can be altered or removed and replaced, thus helping the child to adjust better to numerous situations.

Socially acceptable values are important - Teaching of values that are accepted by most people in the community (good table manners, good language, the need to achieve, for examples) will enable a child to function in the community with fewer problems.

Cognitive control can be taught - The child learns to shape his own behavior by learning to think through alternatives and consequences before he acts.

Feelings should be nurtured - Children learn to accept their feelings, own them without guilt, while respecting the feelings of others at the same time.

The group is important to children - Members of a group can offer support and help to each other and can be an important source of motivation, instruction, and control.

Ceremony and ritual give order - Many emotionally handicapped children have led chaotic lives in which the most that could be expected was uncertainty. Providing them with a structured day and explicit, consistent expectations can greatly increase their stability and self-confidence.

The body is a crucial part of the self - A child's self-image improves as his body image improves and as he learns mastery of physical skills.

Communities are important - Children spend a good part of their time in their community and need to see that it has valuable resources that can be used to enhance and give support to their lives.

Children should know joy! - A child should be able to find some joy in each day and look forward to a joy-giving event planned for tomorrow.

Re-Education concepts were first put to test in North Carolina at Wright School in Durham, a residential facility for emotionally handicapped pupils founded in 1963. The concepts, originally articulated by Dr. Nicholas Hobbs, have proven to be sound and to be replicable with modifications in alternative settings for emotionally handicapped children in the public schools.

The following is a daily schedule of a school program using the Re-Ed Model:

Sample Daily Schedule of a Re-Education Model

Morning Activities

8:00 - 8:20	Buses arrive: individual transition time for children
8:20 - 8:30	Homeroom: lunch and attendance reports
8:30 - 8:45	Read In
8:45 -10:00	Language arts: students work on reading, spelling, language and handwriting skills. Experiences in creative writing, listening, practical applications, etc.; supplement work on basic skills.
10:00-10:10	Break
10:10-11:00	Math
11:00-11:30	Talk time: students share current feelings in an effort to understand themselves better and to improve relationships with others.
11:30-12:00	Lunch
12:00-12:30	Affective curriculum: providing structured experiences for the exploration of feelings, relationships, sensory awareness, etc.

Afternoon Activities

Monday, Tuesday, and Thursday	12:30- 1:30	Group Project: science, social studies, art
	1:30- 2:20	Physical education
	2:20- 2:30	Cleanup and dismissal
Wednesday	12:30- 4:30	Night Out: field trip activities
Friday	12:30- 1:30	Physical education
	1:30- 2:20	Group project
	2:20- 2:30	Cleanup and dismissal

The Engineered Classroom Model⁵, developed by Dr. Frank Hewett, has as its goal to decondition the emotionally handicapped pupil to the aversive aspects of learning, teachers, and school, and to gradually phase him back into the normal environment. The effectiveness of the model can be attributed to the three elements of its foundation:

- ▷ Class assignments are made in accordance with objectives from a developmental sequence of educational goals.
- ▷ Some aspects of behavior modification principles are used.
- ▷ Sound, individualized instructional techniques are employed.

The developmental sequence is a statement of the goals or educational tasks of the developmental strategy. Hewett has attempted to translate the child development stages of social, cognitive, maturational, and personality development into operations associated with learning in the classroom. His sequence implies that before successful learning can take place, we must:

- Obtain the child's attention and make contact with him.

⁵Currituck County Schools and Union County Schools and Greenville City Schools find the Engineered Classroom effective.

- Get him to participate and respond to learning.
- Aid him in following directions and in adopting routines.
- Help him to explore his environment through multi-sensory experiences.
- Teach the child to gain the approval of others and to avoid their disapproval.

These general areas of behavior reflect the attention, response, order, exploratory and social levels of the sequence. These areas involve readiness skills which enable a learner to work at mastery level where he can master the academic skills of reading and math and finally work at the achievement level where the learner achieves a knowledge in curriculum content areas. Most disturbed youngsters have significant deficiencies in their skills on the five readiness levels. The teacher's task becomes one of building these learning competencies so that the child can eventually succeed with the traditional school curriculum and the physical classroom design. The following is a sample of a daily schedule used with a Hewett Model:

8:45 - 8:55	Flag Salute Order Task
8:55 - 9:55	Individual Reading Work Study Skill Reading
9:55 - 10:05	Recess
10:05 - 11:05	Individual Practice in Basic Facts Individual Arithmetic
11:05 - 11:15	Recess and Nutrition
11:15 - 11:35	Physical Education
11:35 - 11:50	Listening Time

11:50-12:50

Art
Science
Communications
Order

--Students are divided into two groups. One group accompanies the teacher to a center while the other group is with the aide. The groups rotate through two of the four centers utilizing 24 minute periods.

12:50-12:55

Student Checkout--Go to regular classes.

Developmental Therapy⁶ is a group approach designed to be used in a variety of child treatment settings with special education teachers and mental health workers. Developmental Therapy is a treatment process which (1) by keeping a child in a normal school placement during the treatment process does not isolate the disturbed child from the mainstream of normal experiences, (2) by selected, simulated experiences in the therapeutic classroom uses normal sequential changes in development both to guide and to expedite the therapeutic process, and (3) through conceptualizing both clinical inference, teacher judgment, and behavioral measurement in the same model, has an evaluation system as part of the therapeutic process.

The Developmental Therapy curriculum contains four curriculum areas as pedagogical translations designed to encompass the many possible problems of disturbed children. These curriculum areas and the messages to be conveyed to children in each of them are:

Behavior: "Appropriate behavior is important."

Communication: "It helps to talk about things."

Socialization: "The group is important."

Academics or Pre-Academics: "This is school work you can handle."

⁶High Point City Schools and Cumberland County Schools find Developmental Therapy effective with younger children.

Within each curriculum area in Developmental Therapy, maturational sequences and measurable objectives are outlined. The objectives are specific to each curriculum area, while the maturational sequences cut across all four areas. These sequences are:

- Stage I: Responding to the Environment with Pleasure
- Stage II: Responding to the Environment with Success
- Stage III: Learning Skills for Group Participation
- Stage IV: Investing in Group Processes
- Stage V: Applying Individual and Group Skills in New Situations

The Developmental Therapy Model was developed by Dr. Mary M. Wood of the University of Georgia. The model is a validated project with technical assistance and/or dissemination available from the University of Georgia and the Rutland Center, Athens, Georgia. Training is available from the Rutland Center free of charge to local school systems who wish to adopt the model.

Curriculum Resources

When developing an individual education program for an emotionally handicapped pupil, the following considerations need to be made:

- ▶ Cite goals which seem attainable. Do not set the staff and the child up for failure.
- ▶ Limit the number of goals realistically. Chances are great that everything which needs to be worked on cannot be worked on within a school year. In selecting goals, think in terms of which goals will help a child most in coping with the world around him.
- ▶ Goal statements should be behaviorally precise and should reflect parental concerns.

- ▶ The development of the individual educational program should be a team effort.
- ▶ As part of determining instructional objectives, consider which behavior management techniques will be employed in light of what is known about the pupil.
- ▶ If the instructional objectives are not bringing about desired effects, change them.
- ▶ Evaluating goal attainment for an emotionally handicapped pupil cannot always be as objective as for some other areas of exceptionality. Teacher observation, record keeping, feedback from parents, the pupil and others can be excellent sources of information for evaluation. Do use standardized means of evaluation when possible, however.

A model for an individual education program with examples is presented on the next few pages.

INDIVIDUAL EDUCATION PROGRAM COMPONENTS AND EXAMPLES

(Sample I.E.P.)

COMPONENTS

I. Information on the student _____

II. I.E.P. Committee _____

Required participants:

- A representative of the local education agency other than the child's teacher
- The child's teacher
- Parent or guardian
- The child when appropriate

III. Present Level of Performance

A. **ACADEMIC:** This may include the results of formal tests such as the W.R.A.T., P.I.A.T., Key Math, Durrell, Woodcock, etc., or informal tests developed by the teacher that indicate student's current competencies. A statement of strengths and weaknesses with regards to learning should be included also.

B. **SOCIAL ADAPTATION:** This may include social-personal development and/or behavioral characteristics critical to determining the needs of the student. This information may be derived from adaptive behavior rating scales, behavior checklists and observations of the student.

C. **PRE-VOCATIONAL, VOCATIONAL SKILLS:** This might include results of vocational ability and/or interest surveys as well as special talents related to a vocation.

D. **PSYCHO-MOTOR SKILLS:** This might include the results of psycho-motor inventories or tests as well as observations.

IV. ANNUAL GOAL STATEMENTS

These are broad, general statements of program intent. Goals encompass many specific objectives and are based on student's current level of academic and behavioral performance and capabilities.

V. SHORT TERM INSTRUCTIONAL OBJECTIVES*: _____

A short term instructional objective should be a description of the **LEARNING OUTCOME** or the **RESULT** of the educational or behavioral intervention (it should answer the question, "What do you want the students to be able to do at the completion of the instructional period?" e.g. 2 weeks). A well written

*Some LEA's choose to separate instructional objectives and objective criteria and evaluation by placing the observable behavior component under the heading of instructional objectives and the criterion and conditions under objective criteria and evaluation.

EXAMPLES

I. Name: Irwin E. Prohn, Jr. D.O.B.: 10-17-70

Grade: 5th I.D. No.: 073077

II. Signatures Relation to Student I.E.P. Endorsement Agree Disagree

Ann Burgess	Principal	_____	_____
Don Good	E.H. Teacher	_____	_____
I.E. Prohn, Sr.	Parent	_____	_____
George Christian	Psychologist	_____	_____
Cindy Foster	P.E. Teacher	_____	_____
Tom C. Rock	Regular Class Teacher	_____	_____

III. P.I.A.T. 2-2-80

A. Reading Recognition: 2.5
Reading Comprehension: 2.0
Math: 3.5
Spelling: 2.0
General Information: 5.6
Total: 3.2

Irwin learns best when materials is presented in an auditory modality. His memory of facts is good but his generalization to abstract concepts is weak.

B. Irwin's behavior flows in cycles of three days to two weeks in length. His behavior will be

that of a withdrawn child, isolating himself from the group, speaking only when spoken to, and sometimes pulling his coat over his head for up to an hour at a time. After a period or behaving in this withdrawn manner, Irwin will suddenly exhibit aggressive behaviors such as hitting other students, cursing, or destroying property of others.

C. Not a consideration at this time.

D. Irwin has general co-ordination problems which impede ability to participate in many physical activities during physical education.

- IV. 1. Irwin will increase his reading comprehension.
2. Irwin will increase word attack skills.
3. Irwin will increase math skills.
4. Irwin will increase classroom behavior skills.
5. Irwin will increase social interaction skills

V. **READING COMPREHENSION**

1.1 Irwin will underline the topical sentence presenting the main idea of the paragraph 9 out of 10 paragraphs.

1.2 After reading three, 5-7 line paragraphs, Irwin will correctly sequence the events in each with 90% accuracy when presented with the events in short phrase form. e.g. a) Booth shot Lincoln b) Lincoln went to the theatre c) Lincoln was carried to a house across the street d) Booth leapt to the stage. Correct sequence: b, a, d, c.

COMPONENTS (Cont.)

objective should include the following components:
 1) an OBSERVABLE behavior stated in positive terms;
 2) CRITERION for determining acceptable performance;
 and 3) the CONDITION(S) under which the observable behavior is expected to occur.

EXAMPLES (Cont.)

Word Attack

- 2.1 When given a list of twenty, 3, 4, or 5-letter nonsense words, Irwin will correctly mark the vowels long, short or silent with the appropriate diacritical mark.
- 2.2 When presented with the initial consonant sounds associated with the letters b, d, c, t, p, m, n, in random order (at least 3 times each) on a cassette tape, Irwin will write the correct letter for the sound-symbol relationship with 80% accuracy.

Math

- 3.1 Irwin will orally answer a flash card drill on the basic multiplication facts 0-5 when presented in random order. He will complete the drill in 3 minutes with 90% accuracy.
- 3.2 Irwin will answer 19 of 20 words problems each involving either 2 digit addition or 2 digit subtraction, and containing one irrelevant piece of information. e.g. Mary and John went to the store to buy candy. The records at the store sold for 99¢ each. Mary bought a box of nuts for 69¢. John bought a bag of chocolate drops for 83¢. How much did Mary and John spend?

Classroom Behavior

- 4.1 Irwin will place his coat on the back of his chair when he enters class each morning and will leave the coat on his chair during six of ten work periods.
- 4.2 Irwin will volunteer to read a paragraph during reading group at least one day a week for four consecutive weeks.
- 4.3 Irwin will keep his hands to himself 100% of the time for eleven consecutive days.

Social Interaction

- 5.1 Irwin will punch a punching bag when angry.
- 5.2 Following an aggressive episode, Irwin will state what he is angry about, 50% of the time.

VI. A statement of specific educational services needed by the child, including a description of:
 A) all special education and related services which are required to meet the unique needs of the child; B) the date when these services will begin; C) the length of time these services will be given; and D) the individual responsible for the service.

A. Services Required	B. Date Initiated	C. Duration of Service	D. Individual Responsible
Full-time Self-Contained class for the Emotionally Handicapped	2-15-80	6-10-80	E.H. Teacher
Individual Counseling	2-15-80	6-10-80	Psychologist
Adaptive P.E.	2-15-80	6-10-80	P.E. Instructor

VII. A description of the extent to which the child will participate in regular educational program.

VII. None at this time. Irwin's ability to participate in the regular classroom will be re-evaluated at the end of the school year.

Classroom materials. The curriculum materials listed here are only some of the ones that teachers have found to be effective. There are certainly many other materials that are equally effective. Before ordering any materials, LEAs may wish to contact the companies listed to send a salesman to demonstrate and suggest what they feel will be most appropriate. These salesmen are usually carefully trained in their respective materials and demonstrations are usually free.

Reading:

For children who have met with repeated failures in learning to read, a linguistic approach is often very successful. The Merrill Linguistic Readers with accompanying Skills Book, by Charles Fries, Rosemary G. Wilson, and Mildred K. Rudolph, is one source which utilizes the linguistic approach. (Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216)

The Sullivan Programmed Reading Series is another very successful reading series that utilizes the linguistic approach. These readers have very funny cartoon-like pictures that accompany the stories which are very helpful in holding the interest of the "turned-off" reader. (Sullivan Associates, Programmed Reading Series, Webster Division-McGraw Hill Book Company, New York, New York)

For specific and concentrated experiences in reading for different purposes, consult The Specific Skills Series by Richard A. Boning. This program is designed to develop eight crucial reading skills, provoking practice materials for pupils on a number of different reading levels. The passages are brief enough to hold pupils with the most restricted attention span, yet diverse enough to appeal to students of varying ages, interests and abilities. (Barnell Loff, Ltd., 958 Church Street, Baldwin, New York 11510)

The Learning to Think Series helps young children prepare for reading and mathematics. It includes exercises dealing with verbal meaning, word fluency, visual perception, space thinking, reasoning, memory, and fine motor skills. It can also be used with older students to reinforce independent work habits. This is an especially enjoyable book for most students. (Barnell Loff, Ltd., 958 Church Street, Baldwin, New York 11510)

Hip Reader, Vol. 1 and 2 (Book Lab Inc.) is aimed at the older non-reader. These readings emphasize word patterns and families. They are often effective in capturing the interest of "hip" youngsters.

Speak and Spell (Texas Instruments)--This battery-operated teaching tool keeps score, provides immediate feedback, offers four levels of difficulty, and plays games. Spelling, pronunciation, and reading are all involved, and children (and adults) love it.

The Hoffman audiovisual instructional system in reading consists of a projector (with a viewing screen and record player) and study units (with filmstrips and records). This program is especially good for motivation, auditory discrimination needs, auditory memory problems, phonetic analysis needs, hyperactive learners, reluctant learners, individualized and/or small group participation, and reading for understanding. (Hoffman Information Systems, 56 Peck Road, Arcadia, California 91006)

Children (especially boys) who need high-interest, low-level work commonly enjoy The Checkered Flag Series by Henry A. Bamman and Robert J. Whitehead. Within this series the authors have attempted to communicate clearly and honestly the various aspects of sports cars and their drivers. This is published by Field Educational Publications, Incorporated.

Another high-interest reading program that is very useful is the We Are Black reading program by SRA which includes biographies of famous black people, anecdotes, and essays. (Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611)

The Bobbs-Merrill Developmental Reading Text Workbook Series is another series used by many. This series of workbooks correlates carefully graded story content with systematically prepared exercises to provide practice in basic reading skills. This series is usually used with students who are reading close to grade level as the reading selections are closely correlated with children's interests at that particular level. (The Bobbs-Merrill Company, Inc., A Subsidiary of Howard W. Sams and Company, Inc., Indianapolis, New York)

For fluency training, teachers have found success with I/CT's Guided Reader with accompanying Guided Reading Story Library. During "Guided Reading," print is unveiled in a left-to-right manner and as the student follows along, he develops eye-movement habits and perceptual behavior that are most appropriate for reading. The reading selections in this program have recently been updated and therefore have contemporary plots. Developing good comprehension is also an important part of this program. This program is published by Instructional Communications Technology, Inc./ Taylor Associates.

I Can Eat an Elephant books is a boxed collection of ten very small, very colorful books made of extremely durable material. Their purpose is to introduce beginning readers to multi-syllable words by showing how a big word can be "eaten" if you take only small bites, i.e., syllables. (Reading Research, P.O. Box 193, Provo, Utah 84601)

Jimmy and Joe Reading Series is a series of hardbound, colorful books written on a first grade reading level. They are designed to appeal primarily to readers in K-3 grades. Jimmy and Joe are two youngsters, one Black and one White, who have various adventures. (Gerrard, Champaign, Illinois 61820)

The Monster Reading Series is a series of paperback, colorful books which have monsters as their main characters. The series is designed for beginning readers and serves as excellent incentive for creative stories written by the child. (Bowmar, 4563 Colorado Boulevard, Los Angeles, California 90039)

Sprint Reading Series (Library 1) Scholastic--Each Sprint Library has several books and multiple copies of each. Library 1 is written for low second grade reading level. Material is high-interest, low vocabulary and illustrated with photographs. A Teacher's Guide with Spirit Masters accompanies the library. A few discussion questions, vocabulary development, and word recognition practice are provided. (Scholastic, 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632)

The Scrambler Series "Exciting tales in comic book format convert reluctant readers." These well-illustrated comics have vocabulary controlled by Ipache and Dolch word lists. The short stories have follow-up exercises and activities. Two grade 5 books are available with reading level 1.5 - 3.5. Grade 6 books are reading level 3.5 - 4.0. (Xeros Education Publications, 1250 Fairwood Avenue, P.O. Box 2639, Columbus, Ohio 43216)

Survival Vocabularies--Included are workbooks on language that is needed for job applications, going to the supermarket, drug store, clothing store, as well as language needed to participate in various entertainment areas. (Janus Book Publications, 3542 Investment Blvd., Suite 5P, Haywood, California 94545)

Life Skills Reading and Life Skills Math--The reading workbook includes such things as reading labels, following directions, looking up information, paying bills and taxes, and filling out forms and applications. The math workbook deals with the math involved in coping with everyday life. (Educational Design, Inc., 47 West 13th Street, New York, New York 10011)

Informal Reading Inventory by Sucher-Allread (Economy Company).

Formula-Three Program has three (3) components: 1) reading; 2) spelling; and 3) learning. It is designed to be used with a single student, a small group of students, or an entire class of students whose maturity level is third grade (about eight years of age) through adult. Its effectiveness has been demonstrated with a broad spectrum of students from all social classes, cultural and ethnic groups, and linguistic backgrounds. While it is not an initial reading program, Formula-Three may be used most effectively to teach the older student who is a virtual non-reader. (Integrative Learning Systems, Inc., 140 North Maryland Avenue, Glendale, California 91206)

Croft Management System is basically a reading management system. It is a series of pre- and post-tests that accompany behavioral objectives in the area of reading. It covers general skills on the readiness level, word attack and comprehension. (CROFT, 4922 Hartford Road, Baltimore, Maryland 21214)

Corrective Reading Program (SRA)--There are two strands - Decoding and Comprehension, three levels for each. Decoding: 1) Word Attack Basics; 2) Decoding Strategies; and 3) Skill Applications. Comprehension: 1) Thinking Basics; 2) Comprehension Skills; and 3) Concept Applications. (Science Research Associates, Inc., 155 N. Wacker Drive, Chicago, Illinois 60606)

A program that teaches achievement test behaviors by S. Alan Cohen and Dale I. Foreman is Scoring High in Reading. (Random House, Inc., Department 01225, 400 Hahn Road, Westminster, Maryland 21157)

BASE works to develop understanding of base and root words and individualized cassette program. (Economy Company)

Creature/Teachers--Basic reading skills in an enjoyable and entertaining form. (Economy Company)

Language Skills - Step-by-Step by Margaret L. Deibler and Susan J. Riddle is a program for pupils with learning problems. The lessons are programmed into small steps, and the sequence for introducing new material is carefully controlled. Each of the ten units is presented on three levels of difficulty. A pretest for each unit helps determine the appropriate instructional level for each pupil. The program consists of two kits each containing 300 liquid duplicating masters. Kit A - primary level and Kit B - intermediate level. (The Continental Press, Inc., 127 International Blvd., N.W., Atlanta, Georgia 30303)

Phonics:

For practice in phonics, try both Phonics is Fun, Books 1, 2, and 3 and Phonics Workbook, Books A, B, and C. In both of these workbooks, the number of phonetic elements, definitions, rules and variations in vowel and consonant sounds are held to a minimum since the aim in teaching phonics is to help the child attack new words with ease rather than to make him an authority in this area of linguistics. Both of these workbooks are published by Modern Curriculum Press, Inc.

For more advanced students, the Phonics We Use series includes workbooks from Level 1 to Level 5. (Lyons and Carnahan, Inc., 407 East 25th Street, Chicago, Illinois 60616)

For children who have specific reading and spelling disabilities and need intensive remedial work, A Guide to Teaching Phonics by June Lyday Orton can be helpful. This book is especially good for a teacher new in the profession for it describes and explains the "Orton Approach" very thoroughly. The focus is upon the needs of beginning pupils, both with some suggestions for presenting the sounds of the phonograms orally as separate units and teaching the process of blending them into syllables and words for recognition reading. (Educators Publishing Service, Inc., 75 Moulton Street, Cambridge, Massachusetts 02135)

Another method found successful in teaching beginning phonics is the Phonovisual Method. This method can be a really fun way to learn phonics and motivates many students with short attention spans, especially younger ones. (Phonovisual Products, Inc., 12216 Parklawn Drive, Rockville, Maryland 20852)

Spelling

Skills in Spelling by Neville H. Bremer is a basic series of spelling text. This is published by: McCormick-Mathers Publishing Company, Inc., Wichita, Kansas 67201.

For students with visual learning problems who need intensive remedial work, the KASS method has been used successfully.

The Macmillan English Series is a good basic language series. (Macmillan Publishing Company, Inc., 866 Third Avenue, New York, New York 10022)

For instruction in a variety of skills, the Looking At Words series by Catherine White is suggested. It is published by Educational Developmental Laboratories, Inc., a division of McGraw-Hill. This series involves the use of the EDL-Tach-X.

Working Words in Spelling by G. Willard Woodruff and George N. Moore is solely a spelling program. The skill books include grade levels 1 through 8. In this series the student writes the new words in sets of shaped boxes to get a strong visual impression of the word, writes the words in a spelling test, writes and reads each word in several activities that examine the word's form, uniqueness, similarity, meaning and use. (Curriculum Associates, Inc., 8 Henshaw Street, Woburn, MA 01801)

Math:

For students who have a difficult time understanding numbers and operations on numbers, try the Structural Arithmetic Program, kit and workbooks, by Stern, Stern and Gould, published by Houghton Mifflin Company in Boston. This program can be very successful with students who had never before had any concept of what numbers are all about.

Digitor Learning Arithmetic Module (Centurion Industries, Inc.) This is an electronic teaching tool that is self-pacing and self-reinforcing. It presents both sequential and random drill on number facts in four operations. This manual includes additional games and activities.

The following is a list of other math series recommended either as basic texts or for supplementary exercises:

New Ways in Numbers - (Modern) (D.C. Heath and Company, Lexington, Massachusetts)

Mathematics 1, 2, 3, 4, 5, 6, 7, or 8 by McSwain and Laidlaw

Greater Cleveland Mathematics Program (Science Research Associates, Inc.)

Programmed Math, A Sullivan Associates Program from McGraw-Hill Book Company. This series is a good teaching tool.

For students with visual motor and perceptual problems, The Frostig Program for the Development of Visual Perception by Marianne Frostig and David Horne, Follett Educational Corporation, Chicago, Illinois, can be especially helpful.

Arithmetic-Step-by-Step by Annette L. Rich and Albert G. W. Schlegel is a program designed for pupils with learning problems. Each of the ten units is presented on three levels. A kit contains 300 liquid duplicating masters. Kit A - Primary Level and Kit B - Intermediate Level (The Continental Press, Inc., 127 Cain Street, N.W., Atlanta, Georgia 30303)

Gaining Math Skills: A Primary Program by Tucker & Wheeler is a math kit with 304 practice cards (in triplicate) that provides individualized practice in all areas of primary math, with emphasis on addition and subtraction. (McCormick-Mathers Publishing Company, 7625 Empire Drive, Florence, Kentucky 41042)

Moving Up in Numbers is a math kit containing 140 plastic coated lesson cards. Each card has about ten problems progressing from counting to simple multiplication and division. (Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648)

Taskmaster Task Cards (Grades 1-8) are good for additional math practice. There are six math packs, each containing 24 laminated cards for a grade level. (Taskmaster, Inc., Grand Rapids, Michigan)

Science:

SAVI (Science Activities for the Visually Impaired) is an excellent "hands on" science program which introduces youngsters to key concepts in the physical and life sciences in a multi-sensory way. It was developed by the Lawrence Hall of Science. At least four of the nine modules will be available after January, 1981. (Ideal School Supply Company, 11000 S. Laverne Avenue, Oak Lawn, Illinois 60453)

Project SEE FEE--Laboratory science and art for deaf, blind, and emotionally disturbed children in a mainstreamed setting brings these specified groups of handicapped in closer touch with physical, social, and biological environment via disciplines of science and art.

Other:

Thinking Skills Activities--This program consists of sets of workbooks that are on a fairly low reading level and are designed to develop cognitive abilities in students. The areas covered within this program are critical thinking, mathematics, reading, science, life survival skills, and test taking skills. (Midwest Publications Company, P.O. Box 448, Pacific Grove, California 93950)

Me and Others is a workbook of activities for both individuals and groups that is designed to promote personal and interpersonal life skills: how to live with and like themselves and others.

Me and Jobs--This workbook focuses on prevocation skills in terms of career exploration via self-exploration techniques. It also deals with job applications and job interviews. (Educational Design, Inc., 47 West 13th Street, New York, New York 10011)

An Activity Based Curriculum for Emotionally Handicapped Students (Elementary Level)--This curriculum manual breaks down various problems such as low self-concept, paranoid reaction, low frustration tolerance, task avoidance, achievement anxiety, etc., and lists various activities to do with students who are exhibiting these problems. (Contact: Linda Eldridge, Old Post Office, Alachua County Schools, Gainesville, Florida 32601 - \$3.00)

Relevant Productions, Inc.--Consumer Series, People and Work Series, Heron Valve Series, Inter-Action Kits augmented toward providing the student life and survival skills. (1123 Seminole Street, Clearwater, Florida 33515)

The Everyday Skills Program--This program takes the required subjects in high school such as the sciences, math, social studies, literature, etc., and develops activities on the level of the students to meet these requirements. Included within the program manual are goals, objectives, and activities in each of the academic areas. Many of the skills taught are related to survival skills as well as vocational components. Included with this program are lists of supplemental materials that you may purchase as well as a starter

kit which outlines test books, kits, etc., that may be used in conjunction with the program. Both the supplemental materials and starter kit correspond with the outline subjects and activities in the manual. (Prince George's County Schools, Upper Marlboro, Maryland 20870)

Multiple Skills Series - Barnell Loft, 158 Church Street, Baldwin, New York 11510)

Dubnoff Program 1 (Perceptual-Motor Exercises) by Belle Dubnoff and Cursive Handwriting Development by Irene Chambers and Esther Collen which is Dubnoff Program 3 have been used successfully with students who have had trouble learning handwriting. (Teaching Resources, 100 Boylston Street, Boston, Mass. 02116)

Support Organizations

In North Carolina there are two state organizations concerned specifically with seriously emotionally handicapped:

North Carolina Association for the
Emotionally Troubled (NCAET)
P.O. Box 2123
Chapel Hill, North Carolina 27514
(919) 967-3402

North Carolina Council for Children with
Behavioral Disorders (NCCCBBD)
301 Grover Moore Place
Matthews, North Carolina 28105
(704) 821-9142

The NCAET is now sponsoring three independent living complexes: Chapel Hill, Greenville and Johnston County. Each area has a group home, apartment complexes and vocational training.

The NCCCBBD is a young organization (four years old) and the membership is primarily teachers. However, the organization stresses the need for parent membership and parent involvement and is now in the process of developing regional units of parents and professionals.

Care-Line
Toll Free
800-662-7030
The North Carolina Department of Human Resources
provides information and referral services for
any type of human need.

Mental Health Association
National Headquarters
1800 North Kent Street
Arlington, VA 22209
(703) 524-3352
(703) 524-4230
This organization provides referral services for
parents, workshops and seminars. Free literature
is available from them.

North Carolina Mental Health Association
Suite 222
3701 National Drive
Roger Exec. Center
Raleigh, NC 27612
(919) 782-7662

The Mental Health Association funds Special Education services for the mentally handicapped.

Parents and Professionals for Handicapped Children
Box E - 26214
Raleigh, NC 27611
(919) 828-0353

This group is an alliance of organizations working for the education and welfare of handicapped children. They publish a free newsletter.

Closer Look
Box 1942
Washington, DC 20013
(202) 833-4160

The Closer Look information center assists parents with information on rights, services and local groups. They publish a newsletter.

Parents need regular reports about their child's progress. Even the slightest gains should be highlighted. Regular conferences are ideal, but phone calls and notes can often be just as effective. The communication needs to be two-way. Parents should be encouraged to keep the school informed as to what is happening at home. Their sending a weekend report each Monday can be very helpful.

When involving parents, be considerate of work schedules. Many parents have great difficulty getting away and really cannot afford to lose pay. Night conferences for some may be necessary.

When counseling is recommended, it should be on a level that parents can accept. For instance, some might be very reluctant to see a psychiatrist but would feel very comfortable meeting with their minister or some other professional in the community.

Consider having regular parent group meetings. The leader might be a school counselor, someone from the local mental health clinic or social services, or other agency staff. A group meeting can be a real support for the parents and can help them see that they are not alone with their frustrations, problems, and griefs. The leader must be facilitative and supportive rather than demanding and confrontive. He must be able to give practical suggestions. There are various commercial kits, books, etc., which can be helpful, e.g., Parent Effectiveness Training by Dr. Thomas Gordon and "Systematic Training for Effective Parenting," by American Guidance Associates.

Many parents are caught in the "agency shuffle"; that is, they go from agency to agency seeking help. Many times there is duplication of services or there are inappropriate services. The best course to take is to sit down with the parents and all the agency people involved and decide on a plan of action.

Inform parents of all the behavior management techniques you plan to use in the classroom. Explain to them how they can be used at home. Invite them to observe in your classroom.

Siblings often have a large part in an emotionally handicapped pupil's problem. Consider having them in on conferences from time to time.

The emotionally handicapped pupil needs to know what his own goals are as well as his parents and others who are involved.

Training and Technical Assistance

Training and technical assistance is available through a number of resources. In the appendix of the notebook you will find an application for tuition and fees for courses taken that are needed to help you become certified. Also, you will find detailed information on programs and courses offered (if there are any) at the various Universities and Colleges in the emotionally handicapped area. For further information please refer to that section of the notebook.

Supportive services for the professional staff. Ongoing support can often be provided by a co-worker in one's local education agency or community, for example, the Coordinator for Exceptional Children's Programs, a fellow teacher, the counselor, principal, school psychologist, or mental health person. Assistance from persons outside the LEA is available from the Division for Exceptional Children. The Regional Education Centers have a staff to provide technical assistance to local education agencies upon request. Services include assistance in coordinating, identifying and developing services for exceptional children within the region; conducting needs assessments and child find activities; and selecting instructional strategies and materials appropriate for special needs.

In addition, the Division for Exceptional Children in Raleigh has personnel with special training and experience in working with the emotionally handicapped to provide assistance, upon request, to local education agencies statewide.

Colleges and university personnel. At present, the following colleges and universities provide certification in emotionally handicapped: Appalachian State University in Boone; Greensboro College, North Carolina Central University in Durham; the University of North Carolina at Chapel Hill; North Carolina State University at Raleigh; University of North Carolina at Charlotte; Salem College at Winston-Salem; and the University of North Carolina at Wilmington.

Wright School. The Wright School training staff has a mandate to train mental health and public school personnel in the education of emotionally handicapped children and young people. Staff persons are available upon request to provide training at the Wright School or in the local education agency or local mental health center.

Annotated Bibliography

There are many excellent resources which provide basic information about emotional handicaps. The books here represent only a sampling. Copies of each are available from the Regional Education Centers.

Buckalter, G. A., Presbie, R. J., Brown, P. L. The Behavior Improvement Kit. Chicago: Science Research Associates, Inc. 1975.

This kit is designed to help teachers solve behavior problems and improve the social and academic skills of pupils. It is based on operant conditioning principles. The program provides a series of procedures designed to resolve behavior problems by strengthening appropriate responses. It provides the teacher with a pinpointing handbook that lists behaviors to increase or decrease. The kit also contains five "counting" picture books with guides, behavior charts and sheets of counting stickers for recording students' behavior. These materials make it possible for the teacher to assess the frequency of the behavior and determine what change technique to use. Nineteen picture books on improving behavior each have a guide and cassette. Two units also have filmstrips.

Chase, L. The Other Side of the Report Card: A How-To-Do-It Yourself Program in Affective Education. Goodyear Publishing Company, 1975.

This book consists of how-to-do-it units in affective curriculum. The units are topic oriented and can be adapted by the teacher to be relevant to all grade levels. This book is one of the best in affective education.

Dupont, H. (Ed.) Educating Emotionally Disturbed Children: Readings. New York: Harper and Row, 1975.

These psychoeducational and interdisciplinary readings focus on the teacher's role in working with the disturbed child in the school setting. The articles provide a background for a clinical teaching approach in both regular and special classrooms. Among the topics covered are screening, classification, therapy, remedial procedures and strategies, and community resources.

Fagen, S. A. & Hill, J. M. Behavior Management, A Competency-Based Manual for In-Service Training. In-service Teacher Training for Mainstreaming Series, Montgomery County Public Schools, Rockville, Maryland, 1977.

As the name implies, this publication is a training manual. It provides sufficient information for relatively inexperienced instructors to effectively teach public school teachers who want or need additional skills to teach children with special needs. The manual is divided into six modules, each of which concentrates on a specific sub-competency:

- "Establishing Behavior Values, Standards, and Limits"
- "The Operant Strategy as One of Three Educational Approaches"
- "Strategies for Reinforcing Behavior Values"
- "Teaching Acceptance of and Coping with Frustration"
- "Surface Management Techniques for Intervening in Disruptive School Behavior"
- "Life Space Interviewing"

Fagen, S. A. & Guedalia, L. S. Individual and Group Counseling, A Competency-Based Manual for In-Service Training.
In-service Training for Mainstreaming Series, Montgomery County Public Schools, Rockville, Maryland, 1977.

These training modules also permit relatively inexperienced instructors to effectively teach public school teachers who want or need additional skills to teach children with special needs. The six modules include:

- "Introduction to Counseling and Helping"
- "Comprehending and Clarifying Individual Communications"
- "Respect and Empathy Training"
- "Self-Acceptance: 'I Messages'"
- "Life Space Analysis and Working Toward Resolutions"
- "Planning for Group Counseling"

Flynn, E. & LaFaso, J. F. Designs in Affective Education: A Teacher Resource Program for Junior and Senior High.
New York: Paulist Press, 1974.

This resource program contains 126 different teaching strategies on topics such as valuing, responsibility, work, prejudice, family, ecology, and communication to name only a few. Teachers will find this book a very useful and useable guide to activities in the affective domain, particularly at the junior and senior high school level.

Glasser, W. Schools Without Failure. New York: Harper and Row, 1969.

The author of Reality Therapy here applies his theories to contemporary education. While trying not to minimize the adverse effects that poverty and bad social conditions have on children, Glasser maintains that faulty education is the primary cause of school failure. He details the shortcomings of the current educational system and proposes a new program to reduce failure which is based on increased involvement, relevance, and thinking.

Hallahan, D. P. & Cruickshank, W. M. Psychoeducational Foundations of Learning Disabilities. Englewood Cliffs, NJ: Prentice-Hall, 1973.

This book provides an overview of current and historical development in the field of learning disabilities. It discusses major issues and offers a critical assessment of the primary teaching methods for learning disability children. It also addresses two aspects of child growth and development which are related to learning disabilities; namely, psychological and educational factors.

Hewett, F. M. The Emotionally Disturbed Child in the Classroom. Boston: Allyn and Bacon, 1968.

The purpose of this book is to provide guidelines for the development of more efficient public school programs for the emotionally disturbed. The first section reviews three major strategies used in educating the emotionally disturbed and introduces the goals, methodology, and assessment of developmental strategy. Section 2 relates developmental strategy to classroom practices, and section 3 details and evaluates a classroom design implementing developmental strategy.

Hewett, F. M. & Forness, S. Education of Exceptional Learners. Boston: Allyn and Bacon, 1977.

This text provides a thorough introduction to the exceptional learner, not just the emotionally handicapped, but all handicapped learners. It presents background information regarding exceptional learners discussing their similarities and differences across four psychosocial dimensions; flexibility, sociality, intelligence, and individualization. It reviews the problems of assessment and considers the education of exceptional learners, discussing curriculum, conditions and consequences. Finally, it reviews the events leading up to mainstreaming and examines several existing programs designed to facilitate mainstreaming.

Hewett, F. M. & Taylor, F. D. The Emotionally Disturbed Child in the Classroom: The Orchestration of Success. Second Edition, Boston: Allyn and Bacon, 1980.

This second edition begins with an attempt to define emotional disturbance and the roles teachers and disturbed children play. The authors then share their approach for conceptualizing emotionally disturbed behavior, functionally describing emotionally disturbed children and, finally, presenting step-by-step procedures for writing an Individual Education Program for any exceptional child.

Hobbs, N. The Futures of Children. San Francisco: Jossey-Bass Publishers, 1974.

This is the full report on the federally sponsored project on Classification of Exceptional Children. Hobbs summarizes classification, describing the prevalence of specific disorders, the adequacy of methods for identifying them, the development of labeling schemes, and directions for future research. He also considers the social consequences of labeling children. The book outlines a plan for serving the needs of children, suggesting that public schools are the natural places for integrating services for children and offering an alternative to institutionalization.

Howe, L. W. & Howe, M. M. Personalizing Education--Values Clarification and Beyond. New York: Hart Publishing, 1975.

The aim of this book is to make Values Clarification an integral part of the classroom. It explains what Values Clarification is, how it can be used, providing well over 100 strategies and worksheets for personalizing education through Values Clarification.

Jones, V. L. Adolescents with Behavior Problems. Boston: Allyn and Bacon, 1980.

The purpose of this book, as stated in the preface, "is to assist professionals in understanding the factors that elicit adolescents' unproductive behavior and to offer a variety of strategies for preventing behavior problems as well as for assisting adolescents in modifying their behavior." The book provides concrete teaching and counseling strategies as well as a theoretical analysis of adolescent development, the causes of unproductive behavior and the rationale for employing various strategies.

Long, J. N., Morse, W. C., & Newman, R. G. Conflict in the Classroom: The Education of Children with Problems. Belmont, CA: Wadsworth Publishing, 1976.

This book contains a collection of articles by many leaders in the field of emotional disturbance. The first section, aimed at giving the reader a basic understanding of how it feels to be emotionally disturbed, offers selections from a wide variety of literary artists. Other sections deal with diagnosis, the types of help available outside and inside schools, how to teach the emotionally disturbed, hygienic management, and evaluation and innovation. Articles range from those providing basic understanding, to those providing practical suggestions for classroom activities.

Mercer, J. R. Labeling the Mentally Retarded. Berkeley: University of California Press, 1973.

This book is the product of an eight-year study analyzing the labeling process in a large number of community agencies. The author found that schools labeled persons as mentally retarded more than any other agency. They also share these labels more widely within the community. The author discusses some of the problems associated with labeling and makes recommendations for changes in our existing practices.

Pappanikou, A. J. & Paul, J. L. (Eds.), Mainstreaming Emotionally Disturbed Children. Syracuse, N.Y.: Syracuse University Press, 1976.

This volume provides a study of the implications of mainstreaming for both children and public school systems. It places mainstreaming in its social, political, philosophical, and historical content. Among the topics considered are the psychology of mainstreaming socio-emotionally disturbed children, social deviance and the implications of behavioral norms in the mainstreamed classroom, curriculum reform, leadership training, and teacher education.

Paul, J. L., Neufeld, G. R. & Pelosi, J. (Eds.), Child Advocacy Within the System. Syracuse, N.Y.: Syracuse University Press, 1977.

This book presents a basis for defining and understanding advocacy. It details the principles and theories of child advocacy. Individual contributors explain the basic monitoring and assessing components of advocacy in schools, communities, institutions and governments; training for advocates; and steps in developing advocacy programs.

Paul, J. L., Stedman, D. J. & Neufeld, G. R. (Eds.),
Deinstitutionalization: Program and Policy Development.
Syracuse, N.Y.: Syracuse University Press, 1977.

The contributors to this book provide a theoretical framework for deinstitutionalization. They examine such areas as labeling and stigma, policy and politics, and the role of consumers. The structure of institutional change includes accountability, program planning, and monitoring of services.

Paul, J. L., Turnball, A., & Cruickshank, W. M. Mainstreaming: A Practical Guide. Syracuse, N.Y.: Syracuse University Press, 1977.

This is a step-by-step guide providing practical assistance to educators and parents in planning and implementing mainstreaming in local schools. It presents basic information on inservice teacher training and preservice education. It provides guidelines for such areas as ongoing staff development, resource acquisition, and techniques for program evaluation.

Redl, F., & Wineman, D. Children Who Hate: The Disorganization and Breakdown of Behavior Controls. New York: The Free Press, 1951.

This study explores why behavior controls in children break down, how some children defend themselves successfully against adults in their lives, and what can be done to prevent and treat childhood disorganization. By probing in the behavior of a group of extremely aggressive children, the authors attempt to develop methods and attitudes that are applicable to the daily handling of less troubled children by parents and educators.

Saunders, B. T. (Ed.), Approaches with Emotionally Disturbed Children. Jericho, N.Y.: Exposition Press, 1974.

This text on emotionally disturbed and behaviorally disordered children offers articles by 22 authorities in the field. Encyclopedic in scope, it covers everything from autism to family crisis. Some of the topics considered include diagnostic processes, methods of treatment, program planning, instructional schemes, and the proper training of educators and therapists.

Simon, S. B., Howe, L. W. & Kirschenbaum, H. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing, 1972.

This book presents numerous practical strategies which engage the student and teacher in evaluating their own values, feelings, and beliefs. Although primarily a collection of strategies (79 in number), it does provide a brief introduction to what the Values Clarification approach is and how to use it.

Walker, H. M. The Acting-Out Child: Coping With Classroom Disruption. Boston: Allyn and Bacon, 1979.

The author presents basic procedures for effective management of children who act out in the classroom. The material is designed for use by regular and special teachers as well as administrators and support personnel servicing in consultant roles. The methods presented are proven techniques which have been validated through hundreds of studies presented in the literature.

Specific Learning Disabilities

Definition

A pupil who has a specific learning disability is one who has a severe discrepancy between ability and achievement and has been determined by a multidisciplinary team not to be achieving commensurate with his/her age and ability levels in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation, or mathematical reasoning. The term does not include pupils whose severe discrepancy between ability and achievement is primarily the result of: a visual, hearing, or motor handicap; mental retardation; emotional disturbance; or environmental or economic disadvantage.

Behaviors and Traits

As with most disabilities, there are a tremendous variety of behaviors and traits associated with learning disabilities. The key factor is the specific learning disability and the individual child. As the definition above clearly states, there are many areas that could be affected. A national task force on learning disabilities found ninety-nine different characteristics cited in the literature.¹ The ten most frequent characteristics were:

- hyperactivity
- perceptual motor impairments
- emotional lability (frequent shifts in emotional mood)
- general coordination deficits
- disorders of attention (short attention span, distractibility, perseveration)
- impulsivity
- disorders of memory and thinking
- specific academic problems (basic reading skills and comprehension; mathematical calculation and reasoning; written expression)
- disorders of language (oral expression, listening comprehension, and written expression)
- equivocal neurological signs and electroencephalographic (EEG) irregularities

It must be noted that certainly not all of these characteristics are present with every learning-disabled child. Actually, very little research has been done on these traits. For further details on each of the above, you are referred to Hallahan and Kauffman's text. They discuss each one in detail.

Classroom Environment

The classroom environment will depend on the type of model used to deliver services: self-contained class, resource room, or regular class with support from a special teacher. However, many of the teaching methods used will be similar regardless of how services are provided. Five frequently used methods or approaches to teaching are:

- process training
- multisensory approaches

¹Hallahan and Kauffman. Exceptional Children. Prentice-Hall, Inc., 1978.

- structure and stimulus reduction
- cognitive training
- behavior modification
- basic academic remediation
- compensatory modification for the secondary level student.

Each of the above is discussed in some detail by Hallahan and Kauffman.

★ Role of the specific learning disabilities teacher. A Specific Learning Disabilities Handbook has been developed by the Division for Exceptional Children and the Mid-East Regional Resource Center. It is an in-depth handbook on learning disabilities and instructional resources. You are encouraged to obtain a copy. One section of the handbook discusses the role of the learning disabilities teacher and the various classroom models. It is presented below for your information.

The learning disabilities teacher performs three major functions: teacher, diagnostician and educational consultant. The primary responsibility of the LD teacher is to facilitate learning for children who may be mildly, moderately or severely involved in terms of specific learning problems. The LD teacher should be a specialist with demonstrable skills in the areas of educational diagnosis, curriculum design, teaching strategies for deficit skills and consultation.

Prior to the beginning of the remedial program, the learning disabilities teacher must identify and describe desired behaviors and specify through a prescription the interventions planned to bring about these behaviors (Individual Education Program). Co-operative planning of these prescriptions with teachers in regular instruction is absolutely necessary. Planning should be designed to reinforce students' strengths while remediating weaknesses.

While remedial efforts may involve the use of game formats, complete program packages, changes in assignments and pacing, the specific learning disabilities teacher should emphasize the transfer and generalization of learning from the special program to the regular classroom. Without an appropriate emphasis on the latter, it is doubtful that the learning disability pupil will evidence sufficient gain to function independently when returned to the classroom in a less restrictive environmental setting.

The curriculum for an LD pupil is the same as that for a regular classroom pupil. The LD pupil may be working at a lower grade curriculum level than the regular student. The major change for the LD pupil is in instruction, not in curriculum.

Survival skills should become the focus and major curriculum for the student with specific learning disabilities at the secondary level who is functioning far below grade level. The responsibility of teaching content area material is assumed by the regular classroom teacher; therefore, the regular class teacher needs sufficient support services through consultation. The regular class teacher and the LD teacher must cooperatively plan, modify, and adapt course requirements. The LD teacher must often act as an advocate for LD students within the secondary setting in scheduling, helping regular class teachers understand expectancy levels and output modes for test taking.

The learning disabilities teacher and the regular classroom teacher, along with other educational professionals involved in the remedial process, must communicate regularly. It is recommended that the learning disabilities teacher spend from one-fourth to one-third of his/her time in consultation to facilitate the transfer and generalization of learning across educational settings. The regular classroom teacher should also be allowed the time to follow through on the communication process.

Learning disabilities teachers must be able to collect, organize and interpret data. They must be able to use this data with a cooperative interdisciplinary team to plan an educational program to aid the student's development and communicate this information effectively to the appropriate school personnel to effect learning. The pupil's needs should define who is on the team (i.e., the LD resource teacher, regular class teacher or teachers, principal, school psychologist, any other support personnel involved with the pupil's program, and the parents). The effectiveness of the plan should be measured not only by how well the student does while with the LD teacher, but also by the degree of success the student exhibits relative to his learning experience in the regular program.

★ Teacher competencies. Specific learning disabilities teachers should have requisite skills in a number of specific areas to justify the concept of "specialist". The following is a brief listing of the basic competencies expected in North Carolina:

➤ Identification.

The teacher will be able to identify characteristics that discriminate an EMH, ED, or slow learner from an LD pupil.

The teacher will be able to recognize and define the typical characteristics of an LD pupil.

The teacher will be able to discriminate between mild, moderate or severe LD conditions.

The teacher will be able to identify traits that discriminate an LD pupil from a remedial reading pupil.

► Evaluation.

The teacher should be able to administer, score and interpret evaluation instruments that assess the areas of:

Sensory-Motor Functioning,
Achievement,
Personality-Social Functioning.

The teacher should be familiar with the following psychological evaluation techniques insofar as he/she can interpret the test results in a meaningful way and apply the results to curriculum choices:

Stanford-Binet Intelligence Scale, Form L-M,
Wechsler Preschool and Primary Scale of Intelligence,
Wechsler Intelligence Scale for Children, Form R,
Wechsler Adult Intelligence Scale.

The teacher should be able to determine, through analysis of the tasks involved, the skill deficiencies as exhibited by a pupil's performances on any test or subtest that has been administered to the pupil.

► Intervention.

The teacher should be able to distinguish between the necessity for behavior management and/or academic remediation with any pupil.

The teacher should be able to construct a behavioral program identifying the problem, consequences, and reinforcement of any specific behavioral problem.

The teacher should be familiar with the major academic remedial programs available in reading, spelling, arithmetic, fine and gross motor skills and writing.

The teacher should be able to construct a specific individualized program representing:

specific academic problem area,
short-term goals with time frame
expectancy,
long-term goals with time frame
expectancy, and
materials to be utilized to reach
individual goals.

The teacher will be able to implement the above program in a systematic manner.

The teacher will be able to determine the scope and sequence of skills accompanying the textbooks that are used in her/his school.

The teacher will be able to develop oral communication skills of her/his pupils as well as written communication skills.

The teacher will be able to use the techniques of teaching needed for long-term memory and short-term retention.

The teacher will be able to recognize when a pupil has progressed sufficiently to proceed from one program service model to another (i.e., self-contained to resource, resource to consultation).

Teachers will be able to plan and conduct family counseling activities.

Teachers will be able to serve as consultants to regular class teachers and principals in developing appropriate learning activities for LD students who are mainstreamed for part or most of their school day.

The teacher will be able to initiate and maintain open lines of communication with regular class teachers and the principal.

The teacher will be able to initiate and maintain rapport with teachers and principals to act as an advocate and as a change agent on behalf of the LD students.

The teacher will be able to utilize selective interviewing techniques.

The teacher will be able to use tact and courtesy in modifying the regular educator's attitudes and reluctance to mainstream the LD student.

The teacher will be able to utilize a variety of staff development techniques through effective explanations during school based committee meetings, demonstration of teaching skills and dissemination of information.

● Program service-differentiated SLD programs. The School Based Committee has the responsibility of recommending special educational programming based on relevant assessment including educational and behavioral data for each learning disabled pupil.

The three types of programs (self-contained, resource, and consultant) to be specified are treated as if they are mutually exclusive, independent teaching functions. When LEA's choose to combine teaching functions (i.e., consultant model and resource model), there should be adequate adjustment for the realistic number of children that should be served under the combined teaching functions.

☐ Regular classroom with supportive help to the classroom teacher. This structure allows the learning disabilities teacher to intervene educationally with individuals who can remain in the regular classroom environment. These individuals are not seriously impaired and have specific deficits which are not generalized to their total learning performance (program load, up to 40 students per Learning disabilities teacher). The LD teacher as a consultant is a facilitator, not an implementor, with the responsibility of conveying the best practical skills to the regular class teacher.

The consultant/learning disabilities teacher suggests remedial strategies and procedures which would appear in the IEP. This enables the regular classroom teacher to incorporate these suggestions in teaching identified students. The learning disabilities teacher shall also provide diagnostic or prescriptive information to the regular classroom teacher. This prototype demands that

the regular classroom teacher implement educational as well as remedial goals and objectives, with supportive materials and direction from the learning disabilities teacher.

Learning disabilities specialists and regular classroom teachers are jointly responsible for monitoring each student's progress, keeping records, etc. It is imperative that time be provided for both teachers to accomplish this function.

The Administrative Placement Committee will determine the appropriate assistance each student is to receive as is included in the IEP. Some students may receive direct instructional assistance from the learning disabilities teacher within the classroom. This prototype is designed only for LD children with mild disabilities.

☐ Resource room. Some learning disabled students require specific remediation via the learning disabilities teacher, but can function primarily in a regular classroom program (program load, up to 25 students). Learning disabilities teachers provide direct services to students who are assigned to them by the Administrative Placement Committee. The students are served in both the regular instructional program and the specialized resource room. Individual and group instructional possibilities are provided.

Students may be assigned to the resource room for specific amounts of time according to their special needs, not to exceed half of each school day. The resource room prototype is intended primarily for children with moderate learning disabilities.

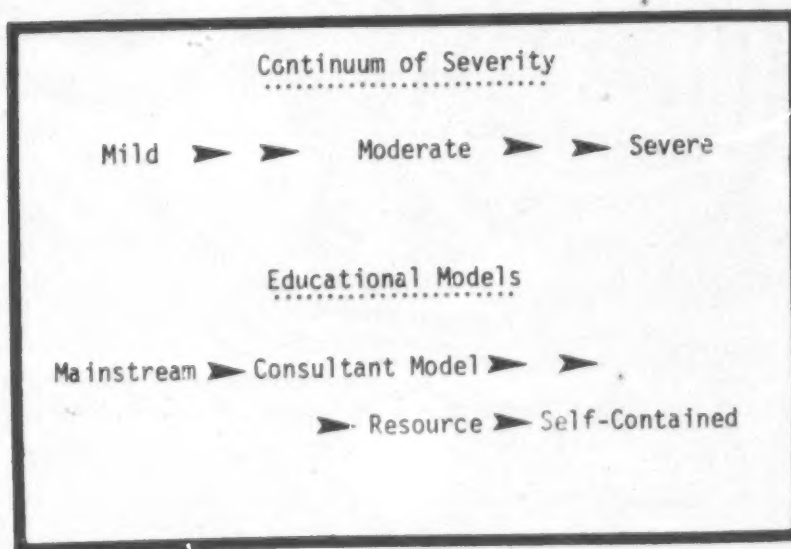
The resource room teacher, along with the regular classroom teacher, teaches the student in a specifically diagnosed area of learning. The student's educational and remedial needs may require one or more supportive services from other educational professionals (i.e., speech and hearing consultant, reading consultant, etc.). Learning disabilities professionals and regular classroom teachers are responsible for monitoring each student's progress, keeping records, etc. The LD teacher should provide assistance to the regular classroom teacher to assure an optimum educational program for the LD student.

☐ Full-time special class. This type of class deals with individuals who require a structured learning environment with limited interaction with regular classroom students. The LD teacher is responsible for all educational planning and implementation. Initially, it is a self-contained situation, but should also have components which eventually allow individuals to be assigned activities in the mainstream with supportive help.

The self-contained program provides full-time services to students with severe learning disabilities. Each self-contained classroom should be assigned a full-time instructional aide. The learning disabilities professional should be assigned a program load of not more than 10 students (14 students if there is a full-time aide). With the small class enrollment, there is more opportunity for one-to-one or small group instruction.

④ Dismissal criteria and model for learning disabilities program. As there is a continuum of severity for specific learning disability pupils, it follows that the level of severity has a specific optimal educational setting. For example, those pupils with mild SLD problems could be served in the regular classroom or mainstream classroom with consultant support; moderate SLD problems in the resource room setting; and severe SLD problems in the self-contained program.

As pupils demonstrate their academic progress and reduce their achievement discrepancy from the most recent classroom placement, they can then be placed in the least restrictive educational setting (self-contained, resource, mainstream, consultant, or regular classroom) based on achievement test scores. Thus, pupils can move from a self-contained classroom setting, to a resource room, to receiving support in the regular classroom prior to independent functioning in the regular classroom. Some pupils may function in different settings depending on their achievement discrepancies in specific academic areas. For example, a pupil may receive consultant support in arithmetic in the regular classroom and receive resource room help in spelling.



To be in compliance with P.L. 94-142 and its assurance of a "free and appropriate public education", North Carolina is providing services from kindergarten through grade 12. The continuum of services are termed as elementary and secondary programming. Elementary includes K-6 and secondary 7-12.

On the elementary level the major emphasis in the programming for LD students is in the remediation of the language arts and mathematics areas. Under the umbrella of language arts, developing basic skills in reading, spelling, written and oral language are the focus. Pre-readiness and readiness skill remediation in reading and arithmetic are included if the deficit areas are so indicated.

The secondary level has a broader emphasis. Programming should include three options: basic competency skills in reading and mathematics, and program alternatives including life skills for post high school living and career education.

Curriculum Resources

Once the student's IEP is developed, then curriculum content and materials will be of most importance. The Specific Learning Disabilities Handbook contains an extensive listing of curriculum materials and resources. You are encouraged to obtain a copy from the Division for Exceptional Children.

Support Organizations

Several organizations provide information and support services to parents and educators of specific learning disabled students. Here is a partial listing of those organizations:

American Association of Special Educators
107-20 125th Street
Richmond Hill, New York 11419

American Coalition for Citizens with Disabilities
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

Association for Children with Learning
Disabilities
5225 Grace Street
Pittsburgh, PA 15236

Closer Look: National Information Center
for the Handicapped
Box 1492
Washington, D.C. 20013

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

The Orton Society, Inc.
8415 Bellona Lane
Towson, Maryland 21204

National Institutes of Health:

National Institute of Child Health and
Human Development
Office of Research Reporting
Landow Building, Room B-806
Bethesda, Maryland 20014

National Institute of Mental Health
5600 Fishers Lane
Rockville, Maryland 20857

National Clearinghouse of Mental Health
Information
Public Inquiries Section
11400 Rockville Pike
Rockville, Maryland 20852

Training and Technical Assistance

Training and technical assistance is available through a number of resources. In the appendix of the notebook you will find an application for tuition and fees for courses taken that are needed to help you become certified. Also, you will find detailed information on programs and courses offered (if there are any) at the various Universities and Colleges in the specific learning disabilities area. For further information please refer to that section of the notebook.

Supportive services for the professional staff. Ongoing support can often be provided by a co-worker in one's local education agency or community, for example, the Coordinator for Exceptional Children's Programs, a fellow teacher, the counselor, principal, or school psychologist. Assistance from persons outside the LEA is available from the Division for Exceptional Children. The

Regional Education Centers have a staff to provide technical assistance to local education agencies upon request. Services include assistance in coordinating, identifying and developing services for exceptional children within the region; conducting needs assessments and child find activities; and selecting instructional strategies and materials appropriate for special needs.

In addition, the Division for Exceptional Children in Raleigh has personnel with special training and experience in working with the learning disabled student to provide assistance, upon request, to local education agencies statewide.

Speech and Language Impaired

Definition

Children who are speech and/or language impaired are those who evidence:

- defective production of phonemes (speech sounds) that interfere with readily intelligible speech;
- abnormality in pitch, loudness or quality resulting from pathological conditions or inappropriate use of the vocal mechanism that interferes with communication or produces maladjustment;
- disruptions in the normal flow of verbal expressions that occur frequently or are markedly noticeable and are not readily controllable by the pupil;
- disability in verbal learning (language disorders) resulting in a markedly impaired ability to acquire, use or comprehend spoken or written language where no significant degree of sensory or motor incapacity, mental retardation, emotional handicap or environmental disadvantage is present as the primary disabling condition; and
- delayed language acquisition resulting from sensory or motor incapacity, mental retardation, emotional handicap or environmental disadvantage.

The Continuum of Clinical-Educational Services

The severity of a student's communicative problem in terms of any present and future social and educational handicaps and the likelihood that these handicaps will lessen with proper intervention must be considered when determining services.

There are three components generally recognized in the continuum of services for speech-language impaired students: (1) Communicative Disorders Component, (2) Communicative Deviations Component, and (3) Communicative Development Component. Students receiving special services may move from one program component to another; for example, a student with a severe voice disorder may enter the communicative disorders component for intensive work and, after successful modification procedures may move to the communicative deviations component to insure carry-over and stabilization of new behavior. Later, the same student (with staff guidance) may participate in the communicative development component by talking to peers about the use and maintenance of a healthy voice in communication at school and home. The student population, goals and objectives, services, and scheduling model vary with each program component.

The communicative disorders component should provide direct services for students with:

- ▷ Language handicaps which are often the basis for learning disabilities and may involve disordered syntax, semantics, morphology, and phonology (severe articulation disorders).
- ▷ Voice disorders (chronic).
- ▷ Disfluency (stuttering).
- ▷ Language, speech, and hearing disorders accompanying conditions of cleft, palate, cerebral palsy, mental retardation, emotional/behavior disturbance, visual impairment, autism, aphasia, hearing impairment, and so on.

These students will generally require intensive individual or small-group intervention often involving the services of many professional and paraprofessional personnel.

The communicative deviations component should complement the disorders component and should provide direct or indirect services for students' deviations such as:

- Transitory misarticulations usually correlated with maturational and learning periods in which consonant acquisition and stabilization occurs.
- Potentially handicapping, but mild developmental delay in language skills usually associated with experimental or other factors.
- Mild hearing loss affecting speech or voice quality stabilization and maintenance but not affecting social and academic skills and requiring minimal aural rehabilitation, including hearing aid adjustments, preferential setting, and some adjustments in the teaching style of the regular classroom teacher.
- Identifiable voice deviations (often transitory).
- Some nonmaturational misarticulations that may not interfere with intelligibility, but may result in self-conscious reactions as a result of teacher, parent, or peer response.
- Mild residual verbal differences remaining after treatment in the communicative disorders component and requiring minimal supervision for maintenance and stabilization of new behavior.
- General language and speech retardation as a concomitant of significantly depressed intellectual ability.

Pupils described in the first item above should be identified and followed, but, generally, would not be enrolled in an individual or small-group treatment program when diagnostic performance indicates high probability of sound acquisition with further development and maturation. They may receive large group assistance. Pupils in the next five items may require group work to improve their communication performance. Pupils described in the last item may or may not be enrolled individually or in groups for their language and speech deviations depending on their communicative needs and the quality of their classroom curriculum, class size, and so on. Pupils with mental retardation generally need a sequentially presented daily language curriculum. Some, however, must have extra help individually or in small groups because of disordered language, speech, or hearing and should be included in the communication disorders component.

The communicative development component should serve to ensure the development and maintenance of maximum communicative competence for all pupils. This component provides for:

- ▶ The speech-language staff to work with school personnel and parents to create an awareness of those factors that prevent communication disorders and contribute to the development of communication competencies in pupils.
- ▶ Programs to be developed that teach pupils about language, speech and hearing processes.
- ▶ Communication development staff to work with curriculum specialists and teachers to implement sequenced curricular activities that contribute to the development of positive communication attitudes and skills involving listening, cognition, and expression (verbal and written) within social, educational, and cultural contexts.
- ▶ Staff to effect ongoing consultation and/or demonstrations for teachers to teach the concepts and techniques involved in working with pupils on communication skill development.
- ▶ Staff to understand the different ethnic and cultural linguistic patterns of pupils and specialists to work with all school personnel in understanding, appreciating, and programming to accommodate for these communication differences.
- ▶ Communicative development activities to be available to all pupils in regular classes and those in special education classes.

Students in the communicative development component are not considered handicapped in speech-language and are not to be counted as enrolled in the speech-language program.

Curriculum Resources

The following bibliography is divided into various interest areas to help you with developing an effective curriculum.

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Support Organizations

The following organizations are available to assist you with
concerns related to children with speech and language impairments.

American Speech-Language-Hearing Association

American Speech-Language-Hearing Association
1801 Rockville Pike
Rockville, Maryland 20852
(301) 897-5700

An educational and professional organization for speech,
language, and audiology. Provides clinical referral services
for those seeking clinical services. Free public information
literature is available on request from the association.

Closer Look

Closer Look
Box 1942
Washington, DC 20013
(202) 833-4160

National information center to help parents find out about
rights, how to get services, and locate a local group. Pub-
lishes a free newsletter, The Closer Report, with much
helpful information.

Care-Line

Care-Line
(800) 662-7030 call toll free

North Carolina Department of Human Resources information and referral service for any type of human need program including needs for families with handicapped children.

North Carolina Speech, Hearing and Language Association

(Contact Division for Exceptional Children, State Department of Public Instruction, Raleigh, North Carolina 27611 for address of Association).

A state professional association dedicated to improving programs and services for speech, language and hearing impaired persons and to providing training for speech-language specialists, audiologists, teachers of the hearing impaired, and others who seek to improve services for the communicatively handicapped.

Parents and Professionals for Handicapped Children

Parents and Professionals for Handicapped Children
Box E-26214
Raleigh, North Carolina 27611
(919) 828-0353

An alliance of organizations working for the education and welfare of handicapped children. Provides a free informative newsletter.

Training and Technical Assistance

Training and technical assistance is available through a number of resources. In the Appendix you will find an application for tuition and fees for courses taken that are needed to help you become certified. Also, you will find detailed information on programs and courses offered (if there are any) at the various Universities and Colleges in the speech and language impaired area. For further information please refer to that section of your notebook.

Visually Impaired

Definition

Functionally blind children are those who have so little remaining vision that they must use Braille as their reading medium. Partially seeing children are those who have a loss of vision but are able to use regular or large type as their reading medium. These will generally be children who have a visual acuity between 20/70 and 20/200 in the better eye after correction. Children who are legally blind are those who have a visual acuity of 20/200 or less in the better eye after correction or a peripheral field so contracted that the widest diameter subtends an arc no greater than 20 degrees.

Behaviors and Traits

The behaviors and traits of visually impaired children vary greatly depending upon the specific type of impairment. As with most handicaps, there is a wide range of specific problems and difficulties associated with the term "visually impaired." Thus, to try and describe a set of behaviors characteristic of this group is, for all practicality, an impossibility.

General traits concluded from standardized verbal intelligence testing of the visually impaired follow.¹

- Most studies indicate that the blind are not markedly lower in intelligence than the sighted.
- Possibly as a result of verbalism, there is a negative relationship between IQ and the amount of sight left in the partially sighted.
- Except in the case of two very rare conditions--retinoblastoma and congenital anophthalmos--intelligence is not strongly associated with blindness (Lowenfeld, 1971). Retinoblastoma, a hereditary disease characterized by a malignant tumor of the eye, is associated with above-average intelligence. Children with congenital anophthalmos--lack of development of the eye and parts of the brain--are usually characterized by mental retardation.
- Except for BLAT developed by Newland, intelligence tests for the blind are primarily measures of verbal ability.
- Intelligence testing of the blind is generally less valid than intelligence testing of the sighted because of the modifications of the tests that must be made.

¹Hallahan and Kauffman. Exceptional Children. Prentice Hall, Inc., 1978.

The State Department in Illinois has published a book on mainstreaming visually impaired children.² They cite the following behaviors or traits as indicators that a child may have a vision problem:

Appearance:

- Red-rimmed eyelids
- Swollen eyelids
- Crust near lashes
- Frequent sties
- Red or watery eyes
- Eyes in constant motion
- Crossed eyes or one eye turning in and the other eye turning out
- Eyes that cross when the child is tired
- Eyes with pupils of different sizes

Behavior:

- Blinks constantly
- Rubs eyes often
- Tends to have eyes crossed when reading
- Tries to brush away blur
- Seems overly sensitive to light
- Stumbles or trips over objects
- Holds book too close or too far away when reading
- Frequently changes distance of book from near to far as he reads
- Shuts or covers one eye when reading
- Tilts head to one side when reading
- Screws up face when reading
- Frowns when trying to see distant objects
- Thrusts head forward in order to see an object
- Holds body tense when trying to distinguish distant objects
- Becomes inattentive during reading lesson
- Reads only brief periods without stopping
- Shows reversal tendencies in reading

²Calovini, G., Ed. Mainstreaming the Visually Impaired Child.
Office of the Superintendent of Public Instruction, State of
Illinois, n.d.

Tries to guess words from quick recognition
 of a part of a word in easy reading material
 Tends to lose the place on the page
 Confuses "o" and "a"; "e" and "c"; "n" and "m";
 "h", "n" and "r"; "f" and "t"
 Reads less well the longer he tries
 Wants to play when he should read
 Has short attention span when doing chalkboard,
 bulletin board, or map work
 Shows lack of interest during field trip discussion
 Has poor alignment in writing
 Cries frequently
 Becomes irritable over work
 Has frequent temper tantrums

Common myths and truths about blind students are presented below.³

MYTHS

Visually limited students are
 endowed with extrasensory
 powers or are compensated by
 nature for their defects.
 They have exceptional talents
 for music. They have super-
 sensitive hearing, touch
 and taste.

Residual vision damage by use.
 Reclining in bed, in dim light
 or watching television "ruins"
 eyes.

TRUTHS

The visually limited have no
 "ESP" and rather than being
 provided natural compensation,
 are more likely to have addi-
 tional limitations. Should
 they be found to have senses
 that are more keen or special
 musical talents, they result
 from increased attention to
 the other senses, to diligent
 practice and opportunities for
 learning.

Residual vision is lost or atro-
 phied by disuse. We learn to
 see and the more we "look" the
 more we "see".

³McCall, M. Teaching the Hearing and Visually Impaired.
 Southeast Regional Resource Center, 1979.

MYTHS

Vision problems are punishment for sin.

Visually limited children have "facial vision" for obstacle perception.

Glasses will cure eye problems.

All visually limited students are mentally retarded or emotionally disturbed.

TRUTHS

Vision problems result from disease, hereditary, and accidental causes.

Hearing and use of auditory cues are known to be necessary and sufficient to explain obstacle perception.

Eye glasses only change the characteristics of the visual stimulus. They do not cure pathological conditions.

Mental retardation and emotional or social disturbance are not necessary correlates of lack of vision or the presence of vision problems.

Classroom Environment

Some general suggestions have been developed by the Southeast Regional Resource Center⁴ on the classroom environment for visually impaired children. Those general suggestions follow.

★ Classroom management for partially sighted students. Placement of the student's seat should be determined by the student's eye condition. The special teacher or the student's eye specialist can provide the necessary information. Arrange the student's desk so that it does not face into the sunlight. Excessive glare makes it difficult for the student to operate at optimum efficiency. Try to avoid having glass doors or glass-covered pictures in the student's field of vision. These also create glare. Permit the student to sit near the chalkboard and/or demonstrations as necessary to obtain the best view. Allow him to move around in order to see things that are important to his work.

⁴ Ibid.

Intersperse periods of close work with periods requiring distant vision. Keep in mind, though, that it is no longer believed that we save our sight by not using our eyes. Eye work encourages proficiency in use of vision.

Large type replaces standard type only when necessary. Clear regular type and magnification can be used satisfactorily by many partially seeing students. The distance that the student holds the book from his eyes will vary with each student. Some pupils need to hold books at close range or at odd angles to see clearly. They will not harm their remaining vision by doing so.

It often takes longer for a partially seeing student to complete his work. The process of seeing is slower for him than for the normally seeing student. When appropriate, allow the student to eliminate parts of assignments if the concepts are understood, i.e., drill exercises. The student's attention span may be shorter than average due to visual fatigue. Visual fatigue can be minimized by interspersing near work with that requiring distance vision.

Teach the student to listen critically. Reinforce visual tasks with tactile and auditory experiences. Verbalize what you write on the chalkboard. In this way, the student will hear what he misses visually. Carbons can be made of board work or dictated material. A sighted student may be supplied with carbon paper and asked to make a duplicate of his work for partially seeing youngsters. Do not give the visually impaired pupil purple "ditto" sheets. Use black "ditto" masters.

● Classroom management for blind students. Allow the student to sit at the end of a row or table to facilitate mobility. Try to seat him near the door, if possible. Placement near the area where the teacher stands during instructional periods is also beneficial as it is easier for the student to attend to what is being said. Allow the student to discover the relation of his desk to the classroom through explanation. Also, familiarize him with the room arrangement and location of materials and equipment. The student may need an extra desk or cabinet space because his materials are bulky. If so, place it in a spot that is readily accessible to the student. Any change or rearrangement of furniture should be shown to the student.

Intersperse periods of concentrated work with periods of reading and listening. Help the student learn to listen critically. Question him about the sounds around him. Is he able to recognize the voices of classmates? Does he need to be told something more than once? Does he recognize nonverbal sounds, such as bells, and noises from the environment?

Allow the blind student more time to complete assignments, if necessary. It may take him longer because of the cumbersome-ness of Braille. Expect tests and homework to be turned in on time. If special adjustments seem necessary, discuss them with the special teacher to be sure they are appropriate. You may decide to permit the student to eliminate parts of the assignment if it is apparent he understands the concepts covered.

Verbalize what you write on the chalkboard and try to avoid the use of pronouns, such as this, these, etc. A statement such as "Place this number here", has little meaning for the student who cannot see what is being pointed out. Encourage the student to type his work whenever possible. Otherwise, ask the special teacher to transcribe it so you will know what the student is doing.

★ Activities for visually impaired students in the mainstream. The educational program for the visually handicapped should include all the curricular experiences provided to normal students, including basic program in reading, language arts, social studies, science and math, plus vocational and career education. Physical education is essential because visually handicapped students tend to be sedentary, while participation in the regular physical education program skills must be taught in special programs, because they cannot be learned by visual imitation. A sighted student could help teach a visually handicapped student to skip for instance.

Special materials or equipment are often necessary to adapt regular classroom instruction to the needs of the visually handicapped. For math the abacus and "talking calculators" are useful.

For Braille readers two methods of writing Braille need to be taught: the use of both Braille writer, slate and stylus. In art, three dimensional activities such as clay or paper mache figures molding and finger painting would be productive.

When using the chalkboard, talk about what you are doing. The visually handicapped may have excellent hearing. Allow the student to develop independence. The medium selected for reading depends on the student's degree of vision. Use Braille or a tactile form of reading, and the optacon translates into tactile symbols.

Successful mainstreaming of visually handicapped students involves many resources -- regular classroom teachers cannot do the job alone. Certified teachers of the visually handicapped and orientation and mobility specialists must be available for supportive help in obtaining necessary materials and equipment, providing instructional assistance in specialized areas, and working with parents. It is only through such team effort that visually handicapped students will be able to obtain an appropriate education in the public schools.

The teacher who has never had a blind student in her classroom will have to work closely with the special teacher, the psychologist, nurse and/or social worker. These people are trained to assist the regular teacher. When the services of all ancillary persons in the school system are well coordinated, the experience of working with the blind or visually impaired student can be an exciting one.

The student needs to feel that he belongs to and is a participating member of the class. Encourage him to take part in all class activities. Show him that you expect him to complete work assignments; and be cautious in giving him special privileges. Allow the student the opportunity to grow and function independently as you would any other student in your class.

It is important that the student develop a healthy attitude of acceptance toward his visual limitations. This can be fostered as the student recognizes your feelings of acceptance and encouragement. He will perceive that you accept him for his abilities and are not critical of his physical deficits. Such attitudes are contagious and will quickly be picked up by the other members of your class. As you accept him, they will also accept him, and, as a result, he will come to accept himself.

Curriculum Resources

Specific activities⁵ to be used for the visually impaired child are presented along with a bibliography to aid you in developing an effective curriculum for your students.

TALKING BOOKS, VSC, AND TAPES

Goal: Improved Rate of Comprehension

Normally sighted students show a comprehension rate which is greater for reading than for listening. However, the rate for tactual reading (Braille) is only 30% to 40% as fast as that for visual reading; so for the visually impaired, listening is often preferable to tactual reading. Also, the comprehension rate for the blind is better when they listen to speeded-up reading. There are two types of aids, Talking Books and Variable Speech Control (VSC), available through the Library of Congress, the American Printing House for the Blind, and other sources. Until recently, all speeded-up recording had the "chipmunk" sound effect and was difficult to follow. The VSC is a type of recording which can be speeded up or slowed down without pitch distortion.

When commercially recorded materials are not available, ask volunteers to help record tapes. Unfortunately, many people do not read well orally. Listen to the tapes done by volunteers, and if some are not good oral examples, do not use them with the students. Find other tasks for that volunteer. Let other students read to the blind student when taped materials are not available.

OBSERVATION

Goal: Prevention of Fatigue

Constantly observe the visually handicapped student for signs of undue fatigue. Watch for rubbing of eyes, excessive blinking, inattentiveness, and irritability. Provide a change of activity through quiet games or listening time.

BUDDY GUIDES

Goal: Independence and Mobility

When the blind student needs a sighted person to act as a guide, choose a buddy and teach the correct method for guiding. The blind student should walk slightly behind the buddy, the two linking hands,

⁵Ibid.

with the blind student's arm resting on the guide's forearm. If the two walk side by side, the blind student cannot stop without losing balance when a door or curb is reached.

FEEL AND TOUCH

Goal: Exercise, Recreation, Improved Interpersonal Relationships

Sighted students automatically exercise important muscles. They begin as babies turning their heads to look at something that has attracted their attention. As they get older, they run and constantly explore their environment through physical activity. Visually impaired students need constant encouragement to experience the full enjoyment which comes from physical exploration of their environment.

Through feel and touch, all students will learn about the joys of discovery which exist in texture and form.

Provide objects with different textures such as sandpaper, a peach, a pineapple, a glass jar, a piece of satin, tree bark, and so on. Ask the students to describe the object after they touch it. Put the objects in a paper bag so that the sighted students cannot see them.

For a three-minute filler, carry textured objects such as different kinds of cloth, velcro, or a pebble in your pocket. When the student needs a quiet break, present an object and ask for a description. Ask for comparisons and possible uses. Such an unstructured encounter is an especially good opener with older students.

PERSONAL COMMUNICATION

Goal: Language Arts, Familiarity with the Environment

Following some introductory work such as the activity above, tape-record some personalized questions similar to the following for the visually impaired student.

"Sit very quietly and listen. Tell all the sounds that you can hear. Describe one sound fully."

"Name and describe the odors you can detect. What do they tell you? How are they different from the smells at home?"

Either leave spaces on the tape or provide another tape for the student to use for making responses. After listening, either discuss the responses or put your reactions on tape for the student's next listening session. Structure questions that make the student use all the senses, except sight, to observe the environment.

GAMES

Goal: Recreation, Physical Activity, Interpersonal Relationships

Find a buddy to help the blind student learn a new game. The buddy might read the rules or describe them, then use small blocks or other objects to simulate the movement of players during the game. After the two have finished the game introduction session, they can participate with the rest of the class. Most calisthenics can be taught by peers, as well as any game that the visually impaired student can play, which is essentially any game that relies on an oral signal for direction.

PATHS AND WAYS

Goal: Mobility, Increased Independence, Social Studies

Help the student learn the paths that exist in the room -- the areas that will remain free of obstruction such as by the chalkboards and by fixed pieces of furniture. After the student is secure in the classroom, teach the floor plan of the building. Have a buddy accompany the blind student on several trips with the understanding that the first step is teaching, the next step, questioning the blind student. For example: "This hall leads from our room to the bathroom which is three classroom doors from our door on the same side of the hall. Here is the bathroom. Rooms for both boys and girls are here; the boys' is the first door, the girls' is the second."

Do not tell the sighted student exactly what to say, but explain that clear, specific directions are necessary. Next, the sighted student does not tell the way, but asks the blind student giving clues and help until the way is known. Use this activity as a basis for introducing mapmaking activities to all the students.

MY OWN

Goal: Identification of Personal Objects

To help the blind student identify personal objects such as desk, books, locker, and so on, mark these personal possessions with embossed paper, sandpaper, and so on. This will enable the student to always find his or her own things.

FLOOR PLAN

Goal: Social Studies, Mobility, Independence of Action

Have sighted students make a floor plan of the building using three-dimensional objects such as toothpicks, string, and sandpaper for boundaries. Boundaries can also be given a three-dimensional effect by carefully placing drops of white glue on the boundary lines and allowing it to dry to a plastic-like quality. If the blind student has learned the floor plan of the building, involve the student in the map-making activity immediately.

Glue the floor plan to light cardboard and use it to teach map skills to all the students, as well as to help the blind student learn the way through the building. Special locations such as office, first-aid room, resource room, and so on, should be specially marked.

As soon as the blind student has learned the school's floor plan, have him or her make a model of the school. Let the student compare it with the floor plan map for accuracy; allow all the students to make similar comparisons and evaluations.

MIX UP A MAP

Goal: Social Studies, Improved Interpersonal Relationships

Have the students make a salt flour or other bas-relief map. Partially sighted students can be totally responsible for making their own maps. If a student is blind, sighted students can assist in the map making or make the map for this student to use. Always let the special student do as much of the activity as possible.

The map might be a landform model - hills, valleys, mountains, plateaus, and so on - or it might be a replica of a specific geographical area. If of a geographical area, have the students make a landform model and a political model, with raised boundaries of the same dimension. Help all the students understand that political boundaries are usually not natural boundaries, but are man-made.

TUNE IN

Goal: Current Events

Use a classroom radio or television to tune in to the news at the same time each day. Your visually impaired student might be responsible for turning on the TV or radio, especially if the dial has tactile keys for station or channel - some do. Follow up with a current events discussion.

Have each student bring in an important news event at designated times. The blind student can listen to the news at home to find an event of personal interest.

If news is gathered through television viewing, what kinds of things are communicated visually rather than orally? Your visually impaired student will probably be a better reporter of verbal communication than the other students.

INTERVIEW

Goal: Gathering Data, Language Arts, Science, and Social Studies

Set up units where information can be gathered through interviews, and encourage all the students to use community resource people as well as family and friends. It will probably be best for you to make initial contacts with outside resource people, but let the students be responsible for the entire project if it involves people they know.

Have the students construct their own interview questions and provide them with a tape recorder for questions and answers. Copies of questions should be provided to those being interviewed.

RODS

Goal: Math Concepts and Computational Skills

Cuisenaire rods can be used to teach math computation and concepts. Rods and guides on how they can be used are available from the Cuisenaire Company, 12 Church Street, New Rochelle, New York 10805.

Activities using these rods are beneficial to both blind and sighted students. Students can learn to discriminate the difference in lengths through the sense of touch. There are ten varying lengths, each representing a numeral from one through ten in exact measurement.

Also, the student can find that one plus two is the equivalent of three by taking a rod that represents three; the length of the two configurations is exactly the same.

MONEY

Goal: Value and Counting of Coins

Provide real coins, not play money or educational coins, to teach the visually impaired student relative sizes, weights and values of coins. Teach the student to identify value by feeling

the coin. Provide hypothetical problems which give the student the opportunity to compute the correct change by feeling the coins.

SLIDE LESS

Goal: Ease of Handling Manipulative Devices

Early in the year ask the school custodian to save the thin foam packing material that comes in many packages. If you cannot locate foam from this source, it is possible to purchase it at the supermarket on a roll similar to paper toweling.

When the students are using manipulatives such as rods or cubes, the foam can be used as a desk covering and will hold the objects still, preventing them from slipping and/or falling to the floor. Students can keep this neatly rolled in the desk for easy access and should be responsible for storage and retrieval.

RECORD KEEPING

Goal: Recording Personal Data

When teaching students how to make graphs, structure graphs for the partially sighted as large as possible. The blind student can learn to organize and keep a graphical record through the use of pegboards. Assignments finished and number of tasks correct can be organized in this manner.

TELL A STORY

Goal: Language Arts

Teach storytelling at any level by developing a group story. Give the students an idea starter and have each student, in turn, add to the story. The ultimate goal for this activity should be to have a well-developed story that will end with the last person's turn.

For a variation, read or tell the students an example story such as a fable, mystery, animal story, and so on. Have the students create a group story in that style and record it as it is told. When finished, instruct the students to each retell the story in their own words. Sighted students may write the story; the visually impaired student can tape the story. When they have finished, play back the original story and compare it to their individual versions.

Let the students recreate their stories through other media. The visually impaired student can use a variety of forms:

Sculpture -- clay, soap, wood, paper mache, and so on.
 Junk sculpture -- plastic straws, nuts and bolts, cotton, plastic foam, and so on.
 Collage -- assorted pasta, dried beans and peas, yarn, string, texturized paper.
 Music -- the student who has musical ability or interest should be encouraged to develop an original composition. Encourage other children to select a musical piece that expresses the mood of the story and play it for the class.

NATURE AND ART

Goal: Experiences With Natural Textures and Creative Expression

When the following materials can be collected by the students within the natural environment, allow them to do so. These gifts of nature can be used by all the students for a variety of craft projects. Emphasizing texture, shape, and form, use them to generate discussion about the natural environment from which they came and as motivators for all styles of creative verbal expression.

<u>Product</u>	<u>Craft Uses</u>
Acorns	Necklaces, bracelets, buttons, box-cover knobs
Animal skins/fur	Mittens, book jackets, drums, wallets, purses
Bamboo sticks	Flutes, whistles, woven mats, rhythm instruments
Tree bark	Collages, toy canoes, box coverings
Dried beans	Necklaces, bracelets, bean bags, game counters
Bones	Buttons, puppets, pipes, whistles
Coconut shells	Puppet heads, lanterns, wall placques, birdhouses, birdbaths, flowerpots
Feathers	Darts, quill pens, fans
Gourds	Rattles, birdhouses, toy banks, holiday ornaments

<u>Product</u>	<u>Craft Uses</u>
Pebbles/stones	Miniature rock gardens, paper-weights, mosaics
Pine cones	Holiday ornaments, bird and animal figures
Seeds	Necklaces, collages or mosaics, game counters

In addition to stimulating creative expression and being a three-dimensional experience that the visually impaired student can benefit from, these natural objects can be used as starters for research and study of environment, ecology, animal and plant life, social studies skills and concepts, and so on.

These are only suggested activities. As teachers become more familiar with the visually impaired students, more activities will be used. The students themselves will have suggestions on what they would like to do and what they feel they need to learn. Resource teachers and regular classroom teachers will share ideas on what has been successful for the visually impaired student. All of these activities are a means of getting an appropriate education to the visually impaired child and helping him to become a contributing member of our society.

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THE VISUALLY HANDICAPPED AND BLIND

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Dickman, I.R. "Living With Blindness." Public Affairs Pamphlet N. 473. New York: Basic Information for the Adult. "Facts About Blindness." American Foundation for the Blind, Publication F208. New York: 1974 Basic Information for the Adult.

"Helen Keller." New York: American Foundation for the Blind, Publication F212, 1968.

"How Does A Blind Person Get Around?" New York: American Foundation for the Blind, Publication F587, 1975.

Hunter, E.F. Child of the Silent Night. New York: Dell Publishing Co., 1963.

"Louis Braille." New York: American Foundation for the Blind, Publication F583, 1972.

Raskin, E. Spectacles. New York: Athenum, 1968.

Teaching About Vision. 2nd ed. New York: National Society for Prevention of Blindness, 1972.

"Understanding Braille." New York: American Foundation for the Blind, Publication F222, 1969.

"What Do You Do When You See A Blind Person?" New York: American Foundation for the Blind, Publication F224, 1970.

OTHER AVAILABLE RESOURCES

The Lavender Braillewriter. Courtesy of the American Printing House for the Blind, Louisville, Kentucky.

Barraga, et. al. Aids for Teaching: Basic Concepts of Sensory Development, 1973. Courtesy of American Printing House for the Blind, Louisville, Kentucky.

Support Organizations

The following organizations are available to assist you with concerns regarding the visually impaired. Contact them for further information about their services.

American Foundation for the Blind, Inc. 15 West 11th Street.
New York, New York. 10010, 212/294-0420. Provides
print and braille catalog of aids and devices for sale.

American Printing House for the Blind, Inc. P.O. Box 6085,
1839 Frankfort Avenue, Louisville, Kentucky 40206,
502/895-2405. Official schoolbook printery for the
blind in the United States; provides special educational
books and supplies for blind school children kindergarten
through grade twelve.

Closer Look. Box 1942, Washington, D.C., 20013, 202/833-4160.
National information center to help parents find out
about rights, how to get services, and locate a local
group. Publishes a free newsletter, The Closer Report,
with much helpful information.

National Association for Visually Handicapped. 305 East 24th
Street, New York, New York 10010, 212/889-3141. Provides
free learning materials for parents to help their children,
including large print books and a monthly newsletter to
keep families informed on the new techniques used with
the visually handicapped.

CARE-LINE 800/662-7030, call toll free. North Carolina Department
of Human Resources information and referral service for any
type of human need program including needs for families with
handicapped children.

Training and Technical Assistance

Training and technical assistance is available through a
number of resources. In the appendix of the notebook you will
find an application for tuition and fees for courses taken that
are needed to help you become certified. Also, you will find
detailed information on programs and courses offered (if there
are any) at the various Universities and Colleges in the visually
impaired area. For further information please refer to that
section of the notebook.

Supportive services for the professional staff. Ongoing support can often be provided by a co-worker in one's local education agency or community, for example, the Coordinator for Exceptional Children's Programs, a fellow teacher, the counselor, principal or school psychologist. Assistance from persons outside the LEA is available from the Division for Exceptional Children. The Regional Education Center's staff provides technical assistance to local education agencies upon request. Services include assistance in coordinating, identifying and developing services for exceptional children within the region; conducting needs assessments and child find activities; and selecting instructional strategies and materials appropriate for special needs.

In addition, the Division for Exceptional Children in Raleigh has personnel with special training and experience in working to provide assistance, upon request, to local education agencies statewide.

APPLICATION FOR TUITION AND FEES (No Stipend)
State Department of Public Instruction
Division for Exceptional Children

Sample Form

NAME (Mr.) _____
 (Mrs.) _____
 (Miss) _____
 ADDRESS _____
 Box or Street City Zip Code
 HOME PHONE _____ SCHOOL PHONE _____
 SOCIAL SECURITY NUMBER _____

APPLY FOR EACH TERM OF SUMMER SCHOOL ON A SEPARATE APPLICATION

Approval of an award for a second session will depend on funds available and successful completion of your first session.

I. NAME OF UNIVERSITY _____ BEGINNING DATE OF COURSE _____

Course Number	Course Title (Must take 6 semester hours or 9 quarter hours)	Credit
1.		
2.		
3.		

- II. EDUCATION: High School _____, B.A. or B.S. _____, M.A. or M.S. _____
1. Presently certified in the following areas of special education: (circle)
 EDH TMH SLD SEH GT SLI HI VI PH ADM CC S/P
2. Working toward certification in the following areas: (circle)
 EDH TMH SLD SEH GT SLI HI VI PH ADM CC S/P

III. CURRENT POSITION

1. Administrative Unit _____ Position _____
 (County or City)
2. Do you plan to remain in your present position? Yes _____ No _____
 If not, please explain why _____
3. Present teaching certificate: (Check each type and class of certificate you hold)

	TYPE	(C)	CLASS (A)	(Provisional)
Regular Ed(specify subject)	_____	_____	_____	_____
Sp. Educ. (specify area)	_____	_____	_____	_____
Other	_____	_____	_____	_____

4. How many credits have you earned in your specific area of the handicapped toward certification? s.h. _____ q.h. _____. When do you expect to complete requirements for certification in your specific area of the handicapped? _____
 Month _____ Year _____
5. Applicant's Statement: I need this staff development activity for certification endorsement in special education. I hereby grant permission to the college or university attended under this tuition and fees grant to report grades to the Division for Exceptional Children for courses paid for by this grant. I accept responsibility for paying for any charges incurred beyond the universities normal charge for 6 s.h. of special education course work; such as, late registration, out of state tuition, and any amount over prorated cost if I take less than 6 s.h. of course work.

Signature of Applicant _____ Date _____

AFTER COMPLETING THIS SIDE OF APPLICATION FORM, SEND THE APPLICATION TO YOUR LOCAL SUPERINTENDENT OR ASSISTANT SUPERINTENDENT IN CHARGE OF PERSONNEL OR LOCAL DIRECTOR TO COMPLETE EVIDENCE OF EMPLOYMENT ON BACK.

INCOMPLETE APPLICATIONS WILL NOT BE CONSIDERED

EVIDENCE OF EMPLOYMENT

TO BE COMPLETED BY LOCAL SUPERINTENDENT OR ASSISTANT SUPERINTENDENT IN CHARGE OF PERSONNEL. PLEASE SCREEN APPLICANTS CAREFULLY. PLEASE RETURN THIS FORM TO APPLICANT IF THE COURSES ARE NOT APPROPRIATE FOR THEIR TEACHING RESPONSIBILITIES OR THE FORM IS INCORRECTLY FILLED OUT. THANK YOU.

The following information about the employment of the applicant is needed by the Awards Committee:

1. Is applicant under contract to teach in your administrative unit next fall?
Yes No. If not, will applicant be offered a contract? Yes No.
2. If yes, please identify area(s) of the handicapped the applicant is to teach:

Administration of Special Education (ADM)	Educable Mentally Handicapped (EMH)	Speech & Language Impaired (SLI)
Orthopedically Impaired,	Hearing Impaired (HI)	Trainable Mentally Handicapped (TMH)
Physically Handicapped (PH)	Specific Learning Disabilities (SLD)	Cross Categorical (CC)
Seriously Emotionally Handicapped (SEH)	Visually Impaired (VI)	Severe/Profound (SP)

SEN, Title VI-D funds cannot be used to fund teachers seeking certification in Gifted and Talented (GT)

I certify that the applicant needs the course(s) listed for certification endorsement in exceptional child education.

SIGNATURE OF SUPERINTENDENT OR ASSISTANT SUPERINTENDENT OR LOCAL DIRECTOR OF PROGRAMS FOR EXCEPTIONAL CHILDREN	DATE
TITLE	ADMINISTRATIVE UNIT

DISCOUNT APPLICATIONS WILL NOT BE CONSIDERED

TO BE ELIGIBLE FOR TUITION AND FEES, THE RECIPIENT MUST:

1. Be teaching in an area of exceptional children next school year (regular classroom teachers, teachers of gifted and talented, parents, etc., are not eligible for this award).
2. Need the course(s) for certification endorsement.
3. Plan to continue teaching in the area(s) of the handicapped next school year.
4. Submit an application to the Division for Exceptional Children, Raleigh, North Carolina, one month prior to first session. Applications will be considered on a first come, first served basis.

ONE MONTH PRIOR TO FIRST SESSION, RETURN ONE COPY OF THIS FORM TO:

Mr. Fred J. Baars, Staff Development Consultant - Division for Exceptional Children, State Department of Public Instruction, Raleigh, NC 27611

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INSTITUTIONS OF HIGHER EDUCATION
IN NORTH CAROLINA WITH
PROGRAMS IN EXCEPTIONAL CHILD EDUCATION
(1981)

CC	Cross Categorical (Mild-Moderately Handicapped)	SEH	Seriously Emotionally Handicapped
GT	Gifted and Talented	S/P	Severe/Profoundly Handicapped
HI	Hearing Impaired	SLD	Specific Learning Disabilities
MI	Mentally Handicapped	SLI	Speech & Language Impaired
PH	Physically Handicapped	VI	Visually Impaired

Alphabetical Code Used to Identify the Level of Training:
U Undergraduate G Graduate

Head of Department & Title	Institution, Address & Phone	Approved Program Areas									
Dr. James Gray, Acting Chrspsn. Department of Special Education	Appalachian State Univ. Boone, 28607 (704/262-2182)	CC	GT	HI	MI	SEH	SLD	SLI	S/P	VI	
Dr. Ed Hutchinson, Chrspsn. Dept. Speech Path. & Audiology	Appalachian State Univ. Boone, 28607 (704/262-2218)			U					U/G		
Dr. G. A. Purvis, Acting Chrspsn. Dept. of Education	Atlantic Christian College Wilson, 27893 (919/237-3161)			U							
Mrs. Mary R. Scariette, Chrspsn. Dept. Elem. & Spec. Education	Bennett College Greensboro, 27602 (919/273-4431)				U						
Dr. Peter F. Carbone, Chrspsn. Dept. of Education	Duke University Durham, 27706 (919/684-8111)					G	G				
Dr. John Richard, Chairman Dept. of Special Education	East Carolina Univ. Greenville, 27834 (919/757-6814)				U		G				
Dr. Robert A. Muzzarelli, Chrmn. Dept. of Speech, Language & Auditory Pathology	East Carolina Univ. Greenville, 27834 (919/757-6961)			G					U	G	
Dr. Bdyth B. Cole, Head Dept. of Education and Psychology	Elizabeth City State Univ. Elizabeth City, 27909 (919/335-3298)										
Dr. Ernest McNeill, Coordinator Div. of Educ. & Human Dev.	Fayetteville State Univ. Fav., 28301 (919/486-1111)										
Dr. Nancy Dominick, Direct. of Special Education	Greensboro College Greensb., (919/272-7102)				U	U	U				
Dr. Clyde Taylor, Chairman Dept. of Education	Lenoir Rhyne College Hickory, 28601 (704/328-1741)		U	U	G						
Dr. Smith Goodrum, Director Gifted Child Education	Mars Hill College Mars Hill, 28754 (704/689-1204)		U								
Dr. Marian Vick, Dept. of Elem. Education & Reading	North Carolina A & T Univ. Greensboro, 27411 (919/379-7847)										
Dr. Octavia Knight Direct. of Spec. Education	North Carolina Central Univ. Durham, 27707 (919/683-6470)				G	G					
Dr. Laura Love, Director Speech, Hearing & Language Pathology Program	North Carolina Central Univ. Durham, 27701 (919/682-2171)			G				G			
Dr. Cathy L. Crossland, Coord. Spec. Education Program	North Carolina State Univ. Raleigh, 27607 (919/737-3221)				G	G	G			G	
Dr. Jesse Lamm, Professor Dept. of Education	Pembroke State Univ. Pembroke, 28372 (919/521-4214)				U						
Mrs. Margaret Burnette, Assist. Prof. of Special Education	Sacred Heart College Belmont, 28012 (704/825-5146)				U		U				

Head of Department & Title	Institution, Address & Phone	Program Areas										
		CC	GT	HI	HH	SPH	SID	SLT	S/P	VI	PH	
Dr. Beatrice Ackenbom-Kelly, Assist. Prof. Dept. Educa. & Psychology	Salem College Winston-Salem, 27108 (919/721-2600)					U	U					
Dr. O. Eugene Smith, Chairman Teacher Educ. Program	St. Andrews Presbyt. College Laurinburg, 28352 (919/276-3652)		U									
Dr. James L. Paul, Chairpsn. Div. Special Education	UNC - Chapel Hill, 27514 (919/933-5579)				G	G	G					
Dr. Robert Peters, Direct. Div. Speech, Hearing & Science	UNC - Chapel Hill, 27514 (919/966-1006)			G					G			
Dr. Harold W. Heller, College of Human Dev. & Learning	UNC - Charlotte, 28223 (704/597-2381)											
Dr. Richard F. Dixon, Director Communication Disorders	UNC - Greensboro, 27412 (919/379-5039)			U					U/G			
Dr. Shirley Haworth, Coord. of Teacher Education	UNC-Greensboro, 321 Curry Bldg. 27412 (919/379-5997)		G		G		G					
Dr. Mathia Hayes, Chairman Dept. of Curricular Studies	UNC -Wilmington, 28406 (919/791-4330)				U		U					
Dr. Larry B. Grantham, Head Dept. of Human Services	Western Carolina Univ. Cullowhee, 28723 (704/227-7310)		G		U		U		U/G			
Dr. Melvin F. Gadson, Director Division of Education	Winston-Salem State Univ. Winston-Salem, 27102 (919/761-2017)						U					

*Summer courses held on Guilford College Campus - Contact Dr. William Lanier, Greensboro Regional Consortium, c/o Greensboro College, Greensboro, N.C. 27420

NOTE: Limited courses have been approved at other institutions. For further information, please contact your local director of programs for exceptional children.

Mr. Fred J. Baars, Staff Development Consultant
Division for Exceptional Children
State Department of Public Instruction
Raleigh, North Carolina 27611

N. C. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT
LISTING OF
APPROVED SPECIAL EDUCATION PROGRAMS WITH
SUMMER COURSE OFFERINGS

For
Tuition and Registration Fees (No Stipend)

APPALACHIAN STATE UNIVERSITY	1
ATLANTIC CHRISTIAN COLLEGE	3
DUKE UNIVERSITY.	3
EAST CAROLINA UNIVERSITY	4
ELIZABETH CITY STATE UNIVERSITY	4
FAYETTEVILLE STATE UNIVERSITY.	5
GREENSBORO REGIONAL CONSORTIUM, INC. (Bennett, Greensboro and Guilford Colleges)	5
LENOIR RHYNE COLLEGE	6
MARS HILL COLLEGE.	7
NORTH CAROLINA CENTRAL UNIVERSITY.	7
NORTH CAROLINA STATE UNIVERSITY.	8
PEMBROKE STATE UNIVERSITY.	8
SACRED HEART COLLEGE	9
SALEM COLLEGE.	9
ST. ANDREWS PRESBYTERIAN COLLEGE	
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL.	9
UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE.	10
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO	10
UNIVERSITY OF NORTH CAROLINA AT WILMINGTON	11
WESTERN CAROLINA UNIVERSITY.	12
WINSTON-SALEM STATE UNIVERSITY	13
UNC - CHAPEL HILL - FAYETTEVILLE GRADUATE CENTER	13

For further information on your application or course work, please contact:

Mr. Fred J. Baars, Staff Development Consultant
Division for Exceptional Children
State Department of Public Instruction
Raleigh, North Carolina 27611

Phone: (919) 733-6081

STEPS:

1. Obtain application from local Director of Programs for Exceptional Children
2. Contact college or university, decide on courses
3. Complete application and mail to the Division for Exceptional Children
4. Take notification of approved application with you for registration, DO NOT PAY YOUR OWN TUITION AND FEES
If you have any difficulty, contact the Head of the University's Special Education Department.

Only courses needed by the individual for
State certification endorsement in Special Education
will be funded

KEY: COURSE CREDIT - s.h. - semester hour

HOURL - ARR - Arranged TBA - To be announced

AREAS IN WHICH COURSES WILL COUNT TOWARD SPECIAL EDUCATION
CERTIFICATION CREDIT:

ALL - Course applies to all program areas	ADM - Administration
PH - Physically Handicapped	SEH - Seriously Emotionally Handicapped
HI - Hearing Impaired	SLD - Specific Learning Disabilities
MH - Mentally Handicapped	SLI - Speech & Language Impaired
VI - Visually Impaired	GT - Gifted & Talented (Not funded with tuition and fees under EHA, Title VI-D)

GIFTED AND TALENTED COURSES ARE LISTED FOR YOUR INFORMATION
BUT CANNOT BE FUNDED WITH TUITION & FEES UNDER EHA, TITLE VI-D

STATE DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION FOR EXCEPTIONAL CHILDREN

1981 SUMMER COURSE OFFERINGS FOR SPECIAL EDUCATION TEACHERS

Only Courses Approved for Certification Credit in Special Education Will be Funded

APPALACHIAN STATE UNIVERSITY

Dates for Session for Courses Listed Below
From June 1 To August 7

HOOR From - To	COURSE NO.	DESCRIPTIVE TITLE	AREA(S) OF CERTIFICATION	COURSE CREDIT	INSTRUCTOR
ARR	3374-451	Diagnostic Prescriptive Teaching	LD,MH,ED,SP	3	Hosch
ARR	3374-452	Diagnostic Prescriptive Teaching	LD,MH,ED,SP	3	Staff
ARR	3378-451	Educational Aspects of Severe Profound Impairments	LD,MH,ED,SP	3	Hosch
ARR	3378-452	Educational Aspects of Severe Profound Impairments	LD,MH,ED,SP	3	Staff
12:20-15:00	4100-101	Ed. Assessment and Curr. Dev. for the Except. Infant and Young Child	LD,MH,ED	3	Miller
12:20-15:00	4101-101	Ed. Assessment and Curr. Dev. for the Primary & Interm. Ex. Ch.	LD,MH,ED	3	Staff
12:20-15:00	4102-101	Ed. Assessment and Curr. Dev. for the Sec. & Adult Ex. Person	LD,MH,ED	3	Rau
ARR	4582-101	Advising and Consulting with Families of Exceptional Children	LD,MH,ED	4	Thompson
ARR	4601-451	Classroom Management and Intervention Strategies	LD,MH,ED,SP	3	Hosch
ARR	4601-452	Classroom Management and Intervention Strategies	LD,MH,ED,SP	3	Staff
ARR	4900-101	Practicum in Ed. Assess. and Curr. Dev. for the Exceptional Child	LD,MH,ED	3	Staff
ARR	4900-451	Practicum in Ed. Aspects of Severe and Profound Impairments	LD,MH,ED,SP	1	Hosch
ARR	4900-452	Practicum in Ed. Aspects of Severe and Profound Impairments	LD,MH,ED,SP	1	Staff
ARR	4900-453	Practicum in Mild and Moderate Handicapping Conditions	LD,MH,ED,SP	3	Hosch
ARR	4900-454	Practicum in Mild and Moderate Handicapping Conditions	LD,MH,ED,SP	3	Staff
ARR	5000-101	Research and Bibliography	LD,MH,ED	2	Thompson
ARR	5585-101	Assessment and Development of Adaptive Abilities	LD,MH,ED	3	Thompson
ARR	5585-102	Assessment and Development of Adaptive Abilities	LD,MH,ED	3	Staff
ARR	5900-101	Internship	LD,MH,ED	3	Staff

Dates for Session for Courses Listed Below
From June 15 To July 10

0800-1000	2200-101	Orientation to Human Exceptionality	LD,MH,ED	3	Miller
0800-1000	2200-102	Orientation to Human Exceptionality	LD,MH,ED	3	Ortiz
1010-1210	3370-101	Introduction to Mental Retardation	LD,MH,ED	3	Churton

APPALACHIAN STATE UNIVERSITY (Continued)

Dates for Session for Courses Listed Below
From June 15 To July 10

1220-1420	4562-101	Language and Speech Disorders of Exceptional Children	LD, MH, ED	3	Swann
0800-1000	4571-101	Introd. to Emotional Disturbance	LD, MH, ED	3	Tompkins
1220-1420	4576-101	Introd. to Learning Disabilities	LD, MH, ED	3	Staff
0800-1040	4582-102	Advising and Consulting with Families of Exceptional Children	LD, MH, ED	4	Shannon
0800-1000	4592-101	Nature and Nurture of the Gifted and Talented	LD, MH, ED	3	Stahl
1430-1630	5550-101	Creativity	LD, MH, ED	3	Smith
1010-1210	5560-101	The Severely and Profoundly Handicapped	LD, MH, ED	3	Thompson
0800-1000	5579-101	Identification and Evaluation of Learning Disabilities	LD, MH, ED	3	Swann
1220-1420	5583-101	Education and Behavioral Aspects of Emotional Disturbance	LD, MH, ED	3	Tompkins
1220-1420	5585-103	Assessment and Development of Adaptive Abilities	LD, MH, ED	3	Staff
1220-1420	5600-101	Seminar in Special Education	LD, MH, ED	3	Staff
1010-1210	5900-102	Internship/Gifted/Talented	LD, MH, ED	3	Stahl
AMR	5900-103	Internship	LD, MH, ED	3	Staff

Dates for Session for Courses Listed Below
From July 13 To August 7

0800-1000	2200-103	Orientation to Human Except.	LD, MH, ED	3	Swann
1010-1210	3370-102	Intro. to Mental Retardation	LD, MH, ED	3	Churton
0800-1000	4571-102	Intro. to Emotional Disturbance	LD, MH, ED	3	Tompkins
1220-1420	4576-102	Intro. to Learning Disabilities	LD, MH, ED	3	Staff
0800-1040	4582-103	Advising and Consulting with Families of Except. Children	LD, MH, ED	4	Cross, L.
1430-1630	4593-101	Curriculum for Gifted/Talented	LD, MH, ED	3	Cross, A.
1010-1130	4600-101	Behavior Management	LD, MH, ED	2	Staff
0800-1000	5574-101	Instructional Strategies in Learning Disabilities	LD, MH, ED	3	Staff
1010-1210	5580-101	Advanced Curriculum Design	LD, MH, ED	3	Staff
1010-1210	5582-101	Teaching the Emotionally Disturbed	LD, MH, ED	3	Tompkins
1220-1420	5584-101	Org. and Administration of Special Education	LD, MH, ED	3	Staff
0800-1000	5600-102	Seminar in Special Education	LD, MH, ED	3	Stahl

APPALACHIAN STATE UNIVERSITY (Continued)Dates for Session for Courses Listed Below
From July 13 To August 7

ARR	5900-104	Internship/Gifted/Talented	LD,MH,ED	3	Stahl
ARR	5900-105	Internship	LD,MH,ED	3	Staff
ARR	5900-106	Internship	LD,MH,ED	3	Staff
ARR	5900-107	Internship	LD,MH,ED	6	Swen

ATLANTIC CHRISTIAN COLLEGEDates for Session for Courses Listed Below
From May 18 To June 23

8:40 -10:10	Educ.025	Basic Total Commun. - HI	HI	3	H.Boyle
10:20-11:50	Educ.202	Hist. & Psych.Founda. - HI	HI	3	H.Boyle

Dates for Session for Courses Listed Below
From June 24 To July 30

8:40-10:10	Educ.026	Intermed. Total Comm. HI	HI	3	K.McDonald
10:20-11:50	Educ.352	Auditory Training Speech Reading, Cued Speech	HI	3	K.McDonald

DUKE UNIVERSITYDates for Session for Courses Listed Below
From June 30 To August 13

HOUR From - To	COURSE NO.	DESCRIPTIVE TITLE	AREA(S) OF CERTIFICATION	COURSE CREDIT	
9:25-10:30	Ed. 243	Personality Dynamics	SEH & SLD	3	Gehman
1:40-2:45	Ed. 245	Theories of Counseling	SEH	3	Gehman
10:50-11:55	Ed. 249	Exceptional Children	SEH & SLD	3	Davis
9:25-10:30	Ed. 303	Diag. & Educ. Programs in LD	SLD	3	Davis

EAST CAROLINA UNIVERSITY

Dates for Session for Courses Listed Below

From May 18 To July 24

ONLY SPEECH COURSES HERE READY IN TIME FOR PRINTING. NOTE: CONTACT DR. J. RICHARDS
FOR LIST OF SPECIAL EDUCATION COURSES.

Hour From - To	COURSE NO.	DESCRIPTIVE TITLE	AREA(S) OF CERTIFICATION	COURSE CREDIT	INSTRUCTOR
8:00-9:30	SLAP 2100*	Communication Disorders	SLI	2	Downes, M.
9:40-11:10	SLAP 2200*	Phonetics	SLI	2	Downes, M.
9:40-11:10	SLAP 3300*	Lang. Dis. Child: Clinic Methods	SLI	2	Curry, S.
9:40-11:10	SLAP 5000*	Admin. in Speech & Hearing	SLI	2	Muzzarelli/ Downes
8:00-9:30	SLAP 5100*	Intro. Speech, Lang, Hrn. Disord.	SLI	2	Muzzarelli
1:00-2:30	SLAP 6001*	Advanced Audiological Eval.	HI	2	Hume, W.
9:40-11:50	SLAP 6002*	Seminar Audiology: Speech Path.	HI	3	Stone, M.
8:00-9:30	SLAP 6008*	Amplification for Hearing Impair.	HI	2	Stone, M.
9:40-11:10	SLAP 6009*	Electro-Physiological Acoustics	HI	3	Hume, Stone
8:00-9:30	SLAP 6105*	Seminar: Oro-Facial Anomalies	SLI	2	McCabe, R.
1:00-3:10	SLAP 6108*	Seminar: Articulation Disorders	LI	3	Shine, R.
TBA	5510, 5511+ 5512	Special Prob. in Speech & Hearing	SLI/HI	2 ea.	Staff
TBA	6521, 6522 6523	Readings in Sp & Hrng. Research	SLI/HI	1, 2, 3	Staff

* Must enroll for both summer sessions + Offered each summer session

ELIZABETH CITY STATE UNIVERSITY

Dates for Session for Courses Listed Below

From June 15 To July 24

9:15-10:45	SPED 200	Survey of Exceptional Children and Youth	MR	3	Green, L.W.
TBA	SPED 201	Practicum to SPED 200	MR	1	Green, L.W.
2:30-4:00	SPED 330	Introduction to MR	MR	3	Clark, V.L.
TBA	SPED 331	Practicum to SPED 330	MR	1	Clark, V.L.
4:15-5:45	SPED 340	Introduction to LD	MR	3	Clark, V.L.
1:00-2:00	SPED 410	Music & Art for Handicapped	MR	2	McIntosh, J. Sutton, V.O.
8:00-9:00	SPED 460	Teaching Handicapped in Regular Classroom	MR	2	Green, L.W.

FAYETTEVILLE STATE UNIVERSITY

Dates for Session for Courses Listed Below
From July 7 To August 14

HOUR FROM - TO	COURSE NO.	DESCRIPTIVE TITLE	AREA(S) OF CERTIFICATION	COURSE CREDIT	INSTRUCTOR
8:00-9:45	SED 370	Curriculum Development, Meth. & Materials for Except. Child	Pending	3	TBA
10:00-11:45	SED 350	Mainstreaming Exceptional Students	Pending	3	TBA

Dates for Session for Courses Listed Below
From May 20 To August 14

8:00-9:00	EDU 410	Education of Exceptional Students	Pending	3	TBA
8:00-9:00	SED 350	Mainstreaming of Exceptional Students	Pending	3	TBA

Dates for Session for Courses Listed Below
From May 20 To June 26

10:00-11:45	SED 410	Classroom Management Strategies for Exceptional Children	Pending	3	TBA
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GREENSBORO REGIONAL CONSORTIUM, INC.
(Taught on Guilford College Campus)

Dates for Session for Courses Listed Below
From May 25 To June 27

9:45-11:15	Psyc 331	Educational Psychology	All	3	Dominick
11:30-1:00	Psyc 224	Child & Adolescence	EH,LD,MH	3	Wilder
3:45-5:15	Sp Ed 355	Diagnostic Teaching	LD	3	Hoover
TBA	Sp Ed 402	Practicum Emotionally Dist.	EH	6	Dominick
TBA	Sp Ed 413	Student Teaching, ED	EH	6	Dominick

Dates for Session for Courses Listed Below
From June 29 To August 1

8:00-9:30	Psyc 337	Behavior Disorders in Children	All	3	Spong
11:30-1:00	Psyc 336	Exceptional Child	EH,LD,MD	3	Rogers
11:30-1:00	Sp Ed 211	Exceptional Child	All	3	Rogers
9:45-11:15	Sp Ed 214	Intro. Mental Retardation	MH	3	Rogers
11:30-1:00	Sp Ed 253	Learning Disabilities	LD	3	Hall
1:30-3:00	Sp Ed 356	Prescriptive Teaching	LD	3	Hoover
9:45-11:15	Sp Ed 365	Methods for Exceptional	All	3	Hall

LENOIR RHYME COLLEGE

Dates for Session for Courses Listed Below
From June 8 To July 10

8:00-9:30	EDU 343	Introd. to Except. Children	ALL	3	Hurtadd
TBA	EDU 481-2-3	Indep. Study - The G & T	GT	1,2,3	Hayes/ Taylor
TBA	EDU 581-2-3	Indep. Study: The G & T	GT	1,2,3	Hayes/ Taylor

Dates for Session for Courses Listed Below
From June 15 To July 10

10:00-11:50	SED 560	Early Development of the Hearing Impaired Child: 0-5 years	HI	3	Peterson
TBA	SED 591-6	Indep. Study, The Hearing Imp.	HI	1-6	Staff

Dates for Session for Courses Listed Below
From June 15 To June 26

10:00-2:00	EDU 477/577	Creativity and Productive Think. Theories (U/G)	GT	3	Hester
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Dates for Session for Courses Listed Below
From June 22 To July 10

3:15-5:15	SED 281	Manual Communication: Basic	HI	2	L.Hayes
10:15-12:15	SED 475	Anatomy and Physiology of the Auditory & Speech Mechanisms	HI	2	Brassell
8:00-10:00	SED 482	Teac. Lang. to HI: Linguistics	HI	2	Williams
1:00-3:00	SED 484	Teac. Lang. to HI: Composition	HI	2	Staff

Dates for Session for Courses Listed Below
From June 29 To July 10

10:00-2:00	EDU 476/576	Methods & Mat. for GT	GT	3	D.Hayes
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Dates for Session for Courses Listed Below
From July 13 To August 7

HOOR FROM - TO	COURSE NO.	DESCRIPTIVE TITLE	AREA(S) OF CERTIFICATION	COURSE CREDIT	INSTRUCTOR
8:00-9:50	EDU 433/533	Psych. of Except. Child	All	3	Wiener
TBA	EDU 481-2-3	Indep. Study: The G & T	GT	1,2,3	D. Hayes/ Taylor
TBA	EDU 581-2-3	Indep. Study: The G & T	GT	1,2,3	D. Hayes/ Taylor
TBA	SED 591-6	Indep. Study: HI	HI	1-6	Staff

Dates for Session for Courses Listed Below
From July 13 To July 24

10:00-2:00	EDU475/575	The Gifted Child in Society(U.G.)	GT	3	Taylor
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LENOIR RHYME COLLEGE

Dates for Session for Courses Listed Below
From July 13 To July 17

8:00-3:00	SED 546	Education of the Multi-Handi HI Child: Learning Disabled	HI	2	Staff
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Dates for Session for Courses Listed Below
From July 19 To July 25

8:00-4:00	SED 553	Linguistics Resear: Implication & Appl. to Language Deve. of HI	HI	3	Kretschner
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Dates for Session for Courses Listed Below
From July 20 To August 14

12:45-3:45	SED 552	Curriculum Design & Devel. in Education of HI	HI	3	Lloyd
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Dates for Session for Courses Listed Below
From July 27 To August 14

10:15-12:15	SED 486	Teach. Speech to HI: Advanced	HI	2	Lloyd
9:00-12:15	SED 580	Admin. of Programs for the Hearing Impaired	HI	3	Hoffmeyer

MARS HILL COLLEGE

Dates for Session for Courses Listed Below
From July 6 To August 7

FROM - TO	COURSE NO.	DESCRIPTIVE TITLE	AREA(S) OF CERTIFICATION	S.H. CREDIT	INSTRUCTOR
8:00-10:00	ED 351	Introd to Special Education	All	4	Long
10:00-12:00	ED 353	Teaching & Counseling the Gifted	GT	4	Long

NORTH CAROLINA CENTRAL UNIVERSITY

Dates for Session for Courses Listed Below
From May 23 To July 2

9:25-10:40	4750	Introd. to Speech Pathology	SLI	3	Thresher
7:10-8:40	4620	Introd. to Exceptional Child	All	3	Knight, O.
6:30-7:00	5610	Prob., Meth. & Materials for Teaching the Mentally Retarded	MH	3	Knight, O.
7:10-8:40	5620	Introduction to Except. Child	All	3	Knight, O.
5:30-7:00	5630	Psychology of Except. Child	All	3	McCloud, B.
TBA	5790	Practicum in Speech & Hearing	SLI	3	Thresher
7:10-8:40	5140	Mental Hygiene in Teaching	ALL	3	Box, J.

NORTH CAROLINA CENTRAL UNIVERSITY

Dates for Session for Courses Listed Below
From July 1 To August 8

11:20-12:50	5150	Prob. of Maladj. Among Children	ED,MH	3	Hill, E.
9:40-11:10	5640	Teach. Emot. Dist. Children	ED	3	Hill, E.
1:00-2:30	5650	The Mentally Retarded Child	MH	3	Arranged
1:00-2:30	5691	Practicum in Special Education	MH	3	Nicholson,C.
1:00-2:30	5692	Practicum in Special Education	ED	3	Nicholson,C.
8:00-9:30	5670	Learning Disabilities I: An Overview	MH,ED	3	George, P.
9:40-11:10	5680	Learning Disabilities II: Prob., Methods & Materials	MH,ED	3	George, P.
9:25-10:40	5740	Diagnostics	SLI	3	Benignus,L.
10:50-11:35	5710	Anatomy & Physiology	SLI	3	Benignus, L.
8:00-9:30	5930	Test and Measurement	SLI,MH,ED	3	Nicholson,C.

NORTH CAROLINA STATE UNIVERSITY

Dates for Session for Courses Listed Below
From July 8 To August 12

HOURLY FROM - TO	COURSE NO.	DESCRIPTIVE TITLE	AREA(S) OF CERTIFICATION	S.H. CREDIT	INSTRUCTOR
1:40-3:10	ED 506	Education of Except. Children	ALL	3	J.Hughes

Dates for Session for Courses Listed Below
From July 8 To July 28

1:00-4:00	ED 598K	Teaching GT - A Guide for Enriching	GT	3	L.Aurecht
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PEMBROKE STATE UNIVERSITY

Dates for Session for Courses Listed Below
From June 10 To June 30

Dates for Pre-Registration: May 27 - June 10, 1981

8:00-11:00	SED 340	Learning Disabilities of Children	MH,SLD,SEH	3	Lamm
12:00-3:00	SED 470	Tech. Materials & Resources in Special Education	MH,SLD,SEH	3	Lamm
9:00-12:00	HED 418	Health & P.E. Act. for M.R.	MR	3	Thompson
6:00-10:00pm	EDM 512	Advanced Study of Exceptionality	Grad. Level MH,SLD,SEH	3	Schultz

Dates for Session for Courses Listed Below
From July 2 To July 16

8:00-12:00	SED 440	Learning Dis. of Children II	SLD	3	Lamm
12:00-4:00	SED 400	Tests & Measurement in Special Education	MH,SLD,SEH	3	Schultz

PEMBROKE STATE UNIVERSITY

Dates for Session for Courses Listed Below
From July 2 To July 23

8:00-11:00	SED 301	Special Ed. Curriculum	MH,SLD,SEH	3	Staff
12:00-3:00	SED 440	*Learning Disabilities II *Prerequisite: Introductory Cause in Learning Disabilities	SLD	3	Staff

Dates for Session for Courses Listed Below
From July 2 To August 6

11:40-1:10	EDN 425	Classroom Diagnosis of Reading Diff.	MR.SLD,SEH	3	Little
9:40-11:20	PSY 299	Child Clinical Psychology	MH, SLD,SEH	3	Hubbard

SACRED HEART COLLEGE

Dates for Session for Courses Listed Below
From July 1 To August 15

HOOR FROM - TO	COURSE NO.	DESCRIPTIVE TITLE	AREA(S) OF CERTIFICATION	COURSE CREDIT	INSTRUCTOR
Sum.Session	SE 501	Learning Disab. Practicum	LD	6	Lockavitch
Sum.Session	SE 404	Introd. to Learning Disabil.	LD	3	Lockavitch
Sum.Session	SE 406	Remediation of Learning Dis.	LD	3	Lockavitch

SALEM COLLEGE

Dates for Session for Courses Listed Below
From June 22 To July 3

TBA	ED 353	Techniques of Teac. Students with Special Needs	LD,EH,MH	3	Shearburn
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Dates for Session for Courses Listed Below
From June 22 To July 24

TBA	ED 231	Survey of Exceptional Children	LD,EH,MH	4	Fay
TBA	ED 225	Mathematics for Ex. Teachers	LD,EH,MH	4	Russell
TBA	ED 235	Educational Assessment	LD,EH,MH	4	Ackenbom-Kelly
TBA	ED 200	Independent Studies in Education	LD,EH,MH	1-4	Staff

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL Dates for Session for Courses Listed Below
From May 27 To June 26

Dates for Pre-Registration: April 16-20, 1981

ARR	SPHS 302	Problems in Sp., Hrg. & Lang.	SLI,HI	Var.	Peters
ARR	SPHS 303	Clinical Practicum	SLI,HI	Var.	Becker
9:40-11:10	SPHS 348	Voice Disorders	SLI	3	Hadjian
8:00-9:30	SPHS 346	Stuttering	SLI	3	Peters
TBA	SPHS 341	Augmentative Com.	SLI,HI	Var.	Porter
1:00-2:30	EDSP 130	Introduct. to Except. Child	ALL	3	Wyne

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL Dates for Session for Courses Listed Below
From May 27 To June 26

11:20-12:50	EDSP 135	Psychology of Mental Retardation	MR	3	Wyne
9:40-11:10	EDSP 224	Working with Parents and Fam. of Handicapped Children	ALL	3	Lillie
9:40-11:10	EDSP 322	Seminar in Learning Disabilities	LD	3	Pyzwansky
TBA	EDSP 395	Problems in Administration	ALL	3	George, Self
TBA	EDSP 396	Problems in Supervision	ALL	3	Schlechty
					Self

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE Dates for Session for Courses Listed Below
From May 25 To July 2

Dates for Pre-Registration: 4-13 to 4-17

HOURLY FROM - TO	COURSE NO.	DESCRIPTIVE TITLE	AREA(S) OF CERTIFICATION	COURSE CREDIT	INSTRUCTOR
TBA	HDL 603	Ed. Asp. of Dev. Excep.	ALL	3	Carter
TBA	HDL 625H	Conc. of Tech. & Lrng. LD	LD	3	Sherry
TBA	HDL 625I	Con. of Teach. & Lrng. MH	MH	3	Carter

Dates for Session for Courses Listed Below
From 6-15 To 7-2

TBA	HDL625R	The Teacher Consultant	ALL	3	Montgomery
TBA	HDL621G	Strategies & Desing: Except.	ALL	3	Harold

Dates for Session for Courses Listed Below
From 7-7 To 8-13

TBA	HDL 609	Interest, Apt. & Intelligence	ALL	3	Blocker
TBA	HDL 626	Concepts of Diag. Instr.	ALL	3	Montgomery

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO DATES for Session for Courses Listed Below
From May 18 To June 5

1:00-4:10	COM 570	Audiology	SLI, HI	3	Dixon
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Dates for Session for Courses Listed Below
From May 18 To June 26

09:40-11:10	COM 133	Intro to Phonetics	SLI, HI	3	Earle
11:20-12:50	COM 135	Sign. Lang Deaf I	HI	3	Holmes
VAR	COM 571	Clin Prac Sph Path	SLI	Var	Newton
VAR	COM 671	Adv. Clin Pr Sph Path	SLI	Var	Newton
VAR	COM 677	Clinical Intern Shp	SLI	Var	Newton

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Dates for Session for Courses Listed Below
From May 19 To June 26

8:00-9:00	ED 550	Education of the G/T	G/T	3	J.Rierson
17:00-19:30	EDU 544	Psycho. of Child, with Sp.Need	C-C,LD,MH	3	Vallecorsa

Dates for Session for Courses Listed Below
From June 8 To June 26

2:40-5:40	ED 506B	Micro-Computers in Education of Gifted and Talented	GT	3	F.Harvey
6:00-9:00	ED 652	Organizational & Inst. Patt. of Ed. of G/T	GT	3	L.Weiss
1:00-4:10	COM 555	Adv. Sign Lang Interp	HI	3	Shroyer

Dates for Session for Courses Listed Below
From June 29 To August 6

11:20-12:50	EDU 540	Exceptional Children	C-C,LD,MH	3	Hoover,J.G.
08:00-09:40	EDU 645*	Advanced Seminar for C-C *Corequisite and permission of program fac	C-C,LD,MH	3	Vacc, W.
TBA	EDU 649C*	Practicum in Sped. Ed. CC	C-C,LD,MH	3	
11:20-12:50	COM 241	Ana Physi Spd Hrng	SLI,HI	3	Daughtry
VAR	COM 576	Clinical Prac Audio	SLI	Var	Causby
09:40-11:10	COM 614	Lang Disord. Children	SLI	3	Strong
VAR	COM 676	Adv Clin Prac. Audi.	SLI	Var	Causby
VAR	COM 677	Clinical Internship	SLI	Var	Strong
VAR	ED 649	Practicum in Ed. of GT	GT	3	D.Russell

Dates for Session for Courses Listed Below
From June 29 To August 17

1:00-4:00	ED 688	Differential Education for GT	GT	3	V. Ward
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Dates for Session for Courses Listed Below
From July 20 To August 6

9:00-12:00	ED 651	Advanced Seminar in Ed. of GT	GT	3	D. Russell
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UNIVERSITY OF N.C. AT WILMINGTON

Dates for Session for Courses Listed Below
From May 26 To June 26

2:00-4:00	EDM 260	Introduction to Exceptional Child	ALL	3	E.Wright
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UNIVERSITY OF N.C. AT WILMINGTON

 Dates for Session for Courses Listed Below
 From July 7 To August 7

12:00-1:40	PSY 322	Psychology of Except.Children	ALL	3	Brown
6:30-9:00	PSY 495	Seminar: Child Psychopathology	EH	3	P.Applefield
10:00-11:40	EDN 368	Formal & Informal Diagnostics	ALL	3	Meyers
2:00-3:40	EDN 550	Exceptional Child in the Mainstream	Renewal Credit Only	3	Meyers

WESTERN CAROLINA UNIVERSITY
 (Asheville & Cherokee only)

 Dates for Session for Courses Listed Below
 From May 25 To July 3

HOURL FROM - TO	COURSE NO.	DESCRIPTIVE TITLE	AREA(S) OF CERTIFICATION	S.H. CREDIT	INSTRUCTOR
6:00-10:00	SPED 631	Appraisal of Except. Child	ALL	3	Carpenter
6:00-10:00	SPED 600	The Creatively Gifted Child	GT	3	Cox
6:00-10:00	SPED 682	Research in Spec. Education	ALL	3	Cox

 Dates for Session for Courses Listed Below
 From June 1 To June 12

10:00-11:50	EDCD 270	Introd. to Commun.Disorders	SLI	3	Y.Saddler
all day	SPED 323	Preprofessional Seminar in Mental Retardation	MH	3	Hickes
all day	SPED 486	Practicum in Special Education	MH	3	Hickes

 Dates for Session for Courses Listed Below
 From June 1 To July 31

TBA	SPED 389	Cooperative Education Experience in Special Ed.		3	Grantham
TBA	EDCD	Internships in Communication Disorders	SLI	2	Liberty
6:00-10:00	SPED 682	Research in Special Education	All	3	Cox
6:00-10:00	SPED 687	Practicum in Special Education	ALL	3	Cox
6:00-10:00	SPED 688	Practicum in Special Education	All	3	Cox

 Dates for Session for Courses Listed Below
 From July 2 To July 31

10:00-11:50	EDCD 302	Communication Development and Disorders	SLI	3	Wilson
2:00-3:50	EDCD 696	Seminar in Language	SLI	3	Wilson
10:00-11:50	SPED 604	Current Issues in Special Education	ALL	3	Dixon
10:00-11:50	SPED 630	Problems in Teaching the Mentally Retarded	MH	3	Dixon
8:00-9:50	SPED 682	Research in Special Educ.	ALL	3	Dixon
10:00-11:50	SPED 415	Psychological & Social Problems of the Except. Child	ALL	3	Grantham

WESTERN CAROLINA UNIVERSITY

Dates for Session for Courses Listed Below
From July 2 To July 31

8:00-9:50	SPED 320	Behavior Management	ALL	3	Hickes
12:00-1:50	SPED 512	Methods of Teaching Learning Disabled Children	SLD	3	Carpenter
10:00-11:50	SPED 487	Practicum in Learning Disabilities	SLD	3	Carpenter

Dates for Session for Courses Listed Below
From July 15 To July 10

HOUR FROM - TO	COURSE NO.	DESCRIPTIVE TITLE	AREA(S) OF CERTIFICATION	COURSE CREDIT	INSTRUCTOR
8:00-9:50	SPED 550	The Gifted Child	GT		TBA
10:00-11:50	SPED 551	Teaching the Gifted Student	GT		TBA

WINSTON SALEM UNIVERSITY

Dates for Session for Courses Listed Below
From TBA To TBA

7:30-9:00	SPE 7310	Introd. to Except. Children	ALL	3	Norman
4:00-5:15	SPE 3210	Behav. Managmt. for Excep.Child	LD	2	J. May
6:00-7:30	SPE 3320	Problems & Char. of L.D.	LD	3	Norman
2:30-4:00	SPE 3322	Parent School Comm. Relation. in Special Education	LD	3	J. May
9:30-11:00	SPE 3321	Assessment & Remed. for LD.	LD	3	Norman

UNC - CHAPEL HILL - FAYETTEVILLE
GRADUATE CENTER

Dates for Session for Courses Listed Below
From May 19 To June 22

HOUR From - To	COURSE NO.	DESCRIPTIVE TITLE	AREA(S) OF CERTIFICATION	COURSE CREDIT	INSTRUCTOR
6:00-9:00pm	EDSP 179	Curriculum Development	LD,MR	3	TBA
TBA	EDSP 242	Exceptional Child Development	LD,MR	3	TBA

Dates for Session for Courses Listed Below
From June 25 To July 29

6:00-9:00pm	EDSP 248	Manage. of Learning Environment	LD,MR	3	TBA
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